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ABSTRACT

The Fifth International Conference on Adult Education (CONFINTEA) and its "Hamburg Declaration" and "Agenda for the Future" have already had demonstrable impacts in various areas of adult education policy and practice. The following are among the specific areas and activities developed as a result of CONFINTEA: (1) promotion of a new vision of adult learning based on the premises of equal focus on local culture and global context and equal focus on identity and equality; (2) creating a culture of lifelong learning (the One Hour a Day Campaign, Adult Learners' Week); (3) gender equity (Education Watch; monitoring and evaluation from a gender perspective; regional follow-up on gender and adult education); (4) empowering people (programs for prisoners; programs for older persons; literacy programs in developing countries and in industrialized countries; programs for indigenous populations); (5) building networks (development of the worldwide Adult Learning Documentation and Information Network [ALADIN]; information and communication technologies; programs involving museums and libraries); and (6) facing challenges of the future (democracy, peace, and gender; environment and population; the changing world of work; opening formal institutions to adults). Issues to be addressed and further strategies are discussed. Lists of 13 Internet sources and 25 print sources of additional information on CONFINTEA follow-up are appended. (MN)

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FIFTH INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

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CONFINTEA
FOLLOW-UP REPORT

UNESCO Institute for Education
Hamburg, 1999

CE 083 819

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CONFINTEA

Follow-up Report to the General Conference of UNESCO

November 1999

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1. Introduction

CONFINTEA crystallized an idea into an event, and made of an event an agreement between countries, principally by governments wishing to recognize and give impetus to the shifts taking place in the world of adult learning. However, the idea of adult learning, as it is now understood, is so broad and so all encompassing that to try to follow the whole field is to miss the essentials. How then to monitor the follow-up to CONFINTEA in its entirety when the field is so vast?

This was the dilemma faced by the organizers of CONFINTEA in developing a follow-up mechanism: how to trace the impact of the Conference while at the same time trying to further its aims. Faced with a considerable re-orientation of adult education which was both a result of and part of this process, it became imperative as a first strategy to spread the word regarding the agreements reached and the proposals made. At the same time, it was also essential to begin to put some of those recommendations into place and to establish monitoring mechanisms at a regional and thematic level in order to follow developments in the field of adult learning which had been initiated and promoted at CONFINTEA.

Information and Diffusion

The two major documents of the Conference : The *Hamburg Declaration* and *The Agenda for the Future* were distributed initially in English, French, Spanish, Chinese, Arabic and Russian. Later versions included Catalan, Danish, Estonian, Finnish, German, Greek, Hebrew, Hungarian, Japanese, Lithuanian, Norwegian, Portuguese, Slovenian, Swahili, Swedish, Thai and Xhosa. This gives an idea of the broad scope of the distribution of these documents and the interest generated in the various countries and regions which took it upon themselves to produce translated versions.

However, CONFINTEA was not just about written agreements made between governments. It was also about dialogue and exchange of views between those who work in adult learning either in practice or in research. Thirty one different workshops on as many different themes took place during one week in CONFINTEA, and the task of synthesizing those discussions and producing booklets on each workshop in English,

Spanish and French was completed and has been well received. These have been placed on the Internet as well as distributed in printed form. Many organizations as well as UNESCO have developed home pages to deal with follow-up to CONFINTEA and different networks coming out of the CONFINTEA process, such as the documentation network ALADIN, have also gone online.

CONFINTEA was perfectly timed to take advantage of the new information technology in a way that no other conference on adult education had been able to, and full advantage was taken of this. Numerous publications listed in the Appendix of this document mention special editions of journals, books and articles on CONFINTEA.

Principal Developments

Follow-up to CONFINTEA grew in fits and starts. It began with dissemination of the agreements, a phase that is in principle over, and which, as a result, generated greater concern to implement the agreements. Concrete among these is the *Adult Learners Week* and the *One Hour a Day Campaign*. Specific activities related to these initiatives as they grow in scope and scale are described in the main body of the text. We mention them here to illustrate that what began as the germ of an idea at CONFINTEA, led to debate, dialogue and eventually to tangible action, action that will offer adult learners greater means to learn, to be creative and to find personal and practical fulfillment.

Although the UNESCO Institute for Education together with the regional offices of UNESCO have been central to the follow-up to CONFINTEA in fact much of the post CONFINTEA activity was generated from without. The role of NIACE (National Institute for Adult and Continuing Education of England and Wales) in promoting *Adult Learners Week* as an international event, the intense activity of GEO (Gender and Education Office) of ICAE in formulating proposals for the monitoring of adult education from a gender perspective, and the impetus given by CREFAL in the Latin American region with the development of the Spanish home page, are just a few of the examples that spring to mind.

In the pages that follow we attempt to describe the multi-faceted nature of the follow-up to CONFINTEA. With a conference as diverse as this, with ten major themes and three

times as many subthemes, it is inevitable that the follow-up should be commensurately wide-ranging. We begin in Section 2.1 with an overall vision of the changes in the conception of adult learning generated by and reflected in the conference itself, the so called New Vision of Adult Learning. In Section 2.2 the focus is on how the agreements reached in Hamburg in 1997 were carried forward in each of the major regions of the world: in Africa, the Arab region, Asia and the Pacific, Latin America and Europe and North America. This section documents the diversity and complexity of adult learning in today´s world and reflects the concerns of men and women, adolescents and older people who are the focus of our work. Section 3 discusses two of the main initiatives of the CONFINTEA accords, the *One Hour a Day Campaign* and the *International Adult Learners Week*. Both these movements are fueled by civil society in different parts of the world, by the need to give visibility to adult learning, and more importantly, to give time. Section 4 focuses on women´s education within a framework of gender equity, in particular on the need to document and quantify women´s participation in adult education programmes and to develop strategies for feminist leadership. Section 5 looks at the specific issues concerned with adult education for prisoners as an excluded group, at the new discourses on literacy, at the needs and aspirations of older learners, and at the growing demand for culturally specific adult education being voiced by indigenous peoples.

Section 6 focuses on the development of new networks in the field of adult learning, more specifically on the network of documentation centres worldwide which has been established by UIE, on the role of information and communication technologies in adult learning, and on the new concerns of museums and libraries in this context. Section 7, Challenges of the Future, describes some of the challenges facing the world of adult learners in the future. Section 8 underlines the issues still to be addressed. We close with Section 9, on a series of proposed actions to be discussed at the International Forum.

This is a first report which can only be enriched by comments and contributions from all the actors and actresses involved. We welcome your input and encourage your participation[1].

[1] Send the information to the UNESCO Institute for Education, c/o CONFINTEA follow-up (see mail and electronic address on the title page).

2. Promoting a New Vision of Adult Learning

2.1. A New Vision of Adult Learning

Since CONFINTEA, many follow-up initiatives have been taken, but we are still very far from achieving our goals. The commitments have to be concretely implemented.

An important impact of CONFINTEA was the creation of a new vision of adult learning. Before we review the different follow-up activities, where these new perspectives were exposed and discussed and where ways were explored to translate them into action along the lines proposed in the *Agenda for the Future*, it is appropriate to come back to this new vision and its many dimensions.

The central message of the Conference was the following: there is no way we can deal with global risks, be they ecological risks, health hazards, economic crises, or cultural dangers like racism, without active and informed citizenship. The citizens need now to enhance their capacity to take initiatives, need now to acquire new skills. We cannot wait until the children of today become adults. It would take 30 years. That is far too long. It is necessary to provide learning opportunities for the present generation of adult men and women. Adult learning has become a central issue. It has become clear that the learning capacity of human beings, the unfolding of human potential and the opportunity to continue learning throughout life are central to the task of shaping the new century and the new millennium. The autonomy, the creativity and the self-expression of all citizens are not only the objectives but also the conditions of democracy (*Declaration* § §1-2; *Agenda for the Future* §§ 2, 4, 5, 9, 11, 12, 14).

The new vision refuses to choose between local culture and global context, between identity and equity, because the goal of equality of learning opportunities cannot be reached without offering all people the opportunity to better identify with their own roots in order to engage in dialogue with others. Sustainable peace can only be built on equity, respect for differences and open negotiation of social and cultural conflicts (*Agenda for the Future* §§ 13, 16, 26, 32, 43-47).

Far from refusing to acknowledge the relevance of enhancing productivity in the economic sphere, the Hamburg documents recognize it and extend it further to all areas of life, affirming the need for competency building and promotion of creativity across all social groups, across gender and age categories, for productive and creative citizenship. The aspirations of women and men to enhance their manifold capacity to act and communicate know no frontiers and ignore the old division between vocational and general education *(Agenda for the Future*, §§ 30-38).

It is a vision in which the actors, the subjects, are at the centre. It refuses to adopt a "deficiency" definition of those who don't possess the skills required at a particular moment in a society. The shift of perspective does not ignore the ever-changing context of knowledge-intensive societies, but recognizes that a new social demand is emerging for a more reflexive and autonomous participation by people in pursuit of their life-long open-ended and diversified biographical paths.

Within adult learning, an absolute priority needs to be given to adult literacy which goes far beyond the mere acquisition of reading, writing and numeracy skills. The task is nothing less than the development of active literate societies, where all citizens can fully communicate and participate (*Declaration*, §§ 9-11, *Agenda for the Future* §§ 24-27).

The new policies involve not only the provision of programmes, but also the creation of spaces for people to express their learning aspirations and the promotion of stimulating and participatory environments. The new policies for adult learning are also policies relating to social demand and to the learning environment. There is a strong commitment to promoting the culture of learning through the *One Hour A Day For Learning* movement and the development of a *United Nations Adult Learners Week* (*Declaration* §§ 8,10, *Agenda for the Future* §§ 17, 26-27, 39-42).

The new vision of adult learning is a vision radically insisting on gender equity and sensitivity (see also *Agenda for the Future* §§ 28-29) and on a new approach for transforming the role of the state and of civil society (see also *Agenda for the Future* §§ 3, 23, 49).

However, much needs to be done if we are to change the situation. The participation of adults in organized learning remains today, in all countries, a very uneven reality.

Those who have more are getting more. If this trend continues, the general provision of adult learning will reproduce inequality, instead of contributing to equitable and sustainable development. At CONFINTEA, new approaches were proposed to help reverse the current trends.

CONFINTEA was said to have been a "turning point," but it will only be so if the commitments made at Hamburg are implemented.

The *Agenda For the Future* requires action now. The initiatives taken during the last two years and described below are only a beginning.

2.2. Regional Overview

In the last two years following CONFINTEA, the new vision of adult learning was debated in regional seminars, assembled in the African, Arab, Asian & Pacific, European, Latin American and the Caribbean Region. In addition to this broader scope, national meetings and activities around the world focused on specific national situations and needs related to CONFINTEA commitments.

2.2.1. Africa

In the many sub-regional meetings that characterized the follow-up in Africa, the main issues discussed were: the integration of literacy in a larger adult learning perspective more closely related to health, environment and rural development, the gender equity in rural and urban areas, the new role of *Adult Learners Week* in Africa, and the necessity of national plans for adult learning.

Regional Meetings

7th Conference of Ministers of Education of African Member States,

Durban, South Africa, 20th to 24th April, 1998

The follow-up to CONFINTEA was on the agenda of the Conference of MINEDAF[2]. The Ministers released a 'Durban Statement of Commitment' confirming the enlarged vision of adult learning adopted at CONFINTEA and asking for the creation of networks to develop those new approaches in adult learning. The conference pledged to carry out the CONFINTEA documents and declared in extenso: "We reaffirm the principles of the creation of an educational and lifelong education society and we renew our commitment to put into practice the Declaration and the Agenda for the Future adopted at the Fifth International Conference on Adult Education in Hamburg".

[2] MINEDAF: Ministers of Education of African Member States

Harare, Zimbabwe, 8th to 13th March, 1999

An International Seminar on Policies and Strategies in Adult Learning, Non-Formal and Open Learning was conducted in Harare[3], between the 8th and 13th of March, 1999. Drawing on national, regional and international expertise, the objective of this African seminar was to review and analyze policies and strategies for the development of adult and non-formal education, with the aim of enhancing the development of innovative emerging policies. The central theme was the challenge created by the new intersectoral and interministerial dimensions of adult learning activities and the need for integrated adult learning policies.

The seminar focused on existing issues and innovations in countries, such as:

- the training of adult educators,
- national lifelong learning plan,
- the accreditation of non-formal learning,
- the relationship between adult learning and health and environment,
- the place of open learning in the new adult learning policy,
- gender and adult learning policy.

Ouagadougou, Burkina Faso, 17th to 21st May, 1999

A regional follow-up meeting organized for French-speaking Member States[4] explored (1) the emergence of new adult basic education policies involving an increasing variety of different ministries and public and private agencies, (2) a community approach to health related literacy programs (reproductive health, AIDS and adult learning, humanitarian program on nutrition etc.), (3) the transition from adult literacy to a larger adult education perspective.

The participants underlined the need to ensure a more equitable balance in the participation of men and women in the different adult education programs. The new program of the Ivory Coast on "priorité femmes et filles" was cited as a good example,

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[3] The meeting was organized in cooperation of UNESCO Harare Office, UNESCO Headquarters, UIE, the Commonwealth of Learning (COL) and the working group on Non Formal Education of the Association for the Development of Education in Africa (ADEA).

[4] The meeting, convened by UIE, took place in Ouagadougou, Burkina Faso, from 17th to 21st May 1999 and was attended by 15 participants from Benin, Cap Verde, Ivory Coast, Mali, Niger, Senegal, Togo, and Burkina Faso, as well as international experts.

together with the creation of Ministries for the Promotion of Women, e.g. in Burkina Faso.

Finally, this seminar emphasized the importance of supporting regional and international co-operation programs, such as the ALADIN network of the UNESCO Institute for Education.

National Follow-up Activities and Meetings related to CONFINTEA

Botswana National Workshop, Gaborone, 6th of May, 1998

A national CONFINTEA follow-up workshop was organized by the Department of Non-Formal Education of the Ministry of Education of Botswana and attended by representatives from government, non-governmental organisations and the University, as well as observers from Mozambique, Namibia and South Africa.

At the end of the national workshop, a *National Plan of Action for Adult Learning*[5] was released. Among others, the following activities are proposed:

- organizing an annual *Adult Learners Week*,
- holding a Forum for non-governmental organizations on the implications of CONFINTEA for the NGO sector,
- organizing gender-sensitivity training for employers on gender issues in the work-place
- incorporating new social, political and economic issues in the literacy curriculum and developing new approaches on the concept of different literacies.
-

Literacy skills among people with lower primary education, literacy required for economic activities, literacy and livelihood at the community level were also among the topics discussed.

[5] Botswana National Commission for UNESCO, 1999: National Plan of Action for Adult Learning, Botswana

The Future of Adult Education in Namibia, Windhoek,
1st and 2nd September, 1998

A national conference on the CONFINTEA follow-up was attended by 130 participants. Delegates from a number of Southern African countries (Botswana, South Africa, and Zimbabwe) took part in the meeting, where the ten themes of CONFINTEA were discussed. The outcome of the conference was the proposition of a *National Plan for Lifelong Learning*[6].

Sub-regional Seminar in Benin, Porto Novo,
15th and 16th of December, 1998

The aim of the seminar, which was organized by the UNESCO Office for Benin and Togo, was to assess the implementation of the *Hamburg Declaration*. Coming from regional and local literacy centers, the participants insisted on the need for adult literacy to relate more to the daily concerns of peoples and to integrate the larger vision of adult basic education proposed at CONFINTEA. One of the recommendations was to make the *Declaration* more widely available in simplified versions in Western African countries.

2nd Meeting of BELOISYA, Ndjamena, Chad,
15th to 19th March, 1999

The project BELOISYA (Basic Education and Livelihood Opportunities for Illiterate and Semi-Illiterate Young Adults) is sponsored by the World Bank and supported by UIE. Representatives from Burkina Faso, Chad, Ethiopia, Ivory Coast, Gambia, Mozambique, Niger, Senegal, Tanzania, and Uganda participated. The aim of the meeting was to exchange promotion strategies for adult learning activities. In Ndjamena, a work plan has been developed to this end.

In all meetings, requests were made to intensify the dissemination of CONFINTEA documents and to have more small, sub-regional meetings for policy development.

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[6] Department of Culture and Lifelong Learning, Ministry of Basic Education and Culture, Windhoek., Namibia.

2.2.2. Arab Region

The follow-up in the Arab Region focused on the new role of NGOs, the use of adult learning for reduction of poverty and the integrating role of adult learning were the main themes, along with the issue of gender equity.

Regional Meetings

Cairo, Egypt, 3rd December, 1998

A first meeting took place in Cairo, Egypt, on 3rd December, 1998 involving six Arab States: Egypt, Lebanon, the Palestinian Territory, Saudi Arabia, Tunisia and Yemen[7].

The main objective of this meeting on CONFINTEA follow-up was to review policies on adult education in the Arab States, in particular the complementary role of NGOs and the state, to develop the Alpha 2000 project in the arab region as well as the use of media and new technology in adult education.

Three conclusions were drawn from this first meeting:

- the integrating function of adult learning policy: Relating literacy for formal adult education and skill training, creating links between the different providers, developing intersectoral approaches, strengthening local, regional and national networking and partnership, promoting exchange of experiences between different institutions working in adult education in countries and in the region.

- the accessibility to adult basic education and the use of affirmative measures for people in rural areas, in particular women.

- the gender dimension of adult education in the Arab States, i.e. the importance of women's participation in all adult education programmes, and the necessity of educating males on the importance of girl's and women's active participation in community life.

[7] The meeting was organized by the UNESCO regional office in Beirut, CID (Community Institutional Development, an Egypt NGO) the UIE and the Upper Egypt Association.

Immediately after this meeting, a national follow-up workshop was organized in Syria.

Nuweiba, Sinai, Egypt, 19th to 22nd March, 1999

A special meeting was held in Nuweiba, Sinai, Egypt[8]. The meeting was attended by fourteen participants, including representatives from regional Arab associations and research networks, the Arab Education Forum, the Community Development Institute (CID), representatives of associations from Egypt, Morocco, the Palestinian Territory and Yemen, as well as researchers from Europe. The purpose of the meeting was to analyze the possibility of developing, in a cross-cultural perspective, new approaches to community basic education in the Arab World and in the other regions, and to monitor the follow-up to CONFINTEA.

The following topics were emphasized for follow-up:

- the redefinition of the notion of basic education, which is currently too closely linked with initial schooling;
- the close relationship between community basic education and sustainable development;
- the importance of rethinking community basic education for the eradication of poverty;
- the building of dynamic relations between civil society and the state in the Arab World.

Though the official documents of CONFINTEA have been distributed in the Arab region, the participants insisted on publishing a more action-oriented document, printed in Arab languages, dealing with new approaches for community-based and action-oriented non-formal basic education and for the further dissemination of CONFINTEA documents. UNEDBAS, involved in this meeting, is setting up a programme on adult education.

One should also note that, at a meeting organized by ALECSO in May (23-26)1999, an Arab NGO network on literacy and adult education was created, in explicit reference to CONFINTEA, in order to support the NGOs and the other partners in the struggle for

[8] Organized by UIE with cooperation of the Community Institutional Development Institute of Cairo and in consultation with the UNESCO regional Office, UNEDBAS ,in Beirut

literacy and adult education in cooperation with UNEDBAS, the UNESCO regional Office for Education in the Arab states.

Relating CONFINTEA to the World Conference on Higher Education (WCHE), the UNEDBAS initiated the UNILIT project ("University Students for Literacy") under the motto "Let each one teach one" to reach millions of adult learners; three universities will participate to the pilot phase. The UNEDBAS also contracted the Sudan Open Learning Unit to produce a kit for the training of adult educators.

2.2.3. Asia & Pacific

The follow-up activities in Asia focused on the integration of basic education into a larger adult learning perspective, on expansion of the *International Literacy Day* into a *Literacy and Adult Learners Week* and on the new partnerships between the state and the civil society.

Regional Meetings

Ayutthaya, Thailand, 8th to 10th of June, 1998

In Ayutthaya, Thailand, representatives and experts from five countries (China, India, Japan, the Philippines and Thailand) gathered for an initial CONFINTEA follow-up meeting for the Asian and Pacific Region[9]. Among the strategies for the implementation of CONFINTEA recommendations, two advocacy approaches were proposed: the *UN Adult Learners Week* and the *One Hour a Day Campaign*.

Two other special issues came to the forefront during the consultation:

- the importance to developing an enlarged vision of adult education and learning for the Asian and Pacific region, integrating basic education within a larger framework,
- the necessity of reviewing the diversified approach adopted by countries and of developing interministerial and intersectoral approaches, as well as new forms of

[9] Organized by UNESCO-PROAP, APPEAL and UIE.

partnerships for implementing the new lifelong learning policy among public and private agencies.

The participants emphasized the importance of regional networks, as well as the need for UNESCO to develop more advocacy papers documenting the growing necessity for adult learning in the different developing countries in order to help the international agencies revise their priorities on lifelong education.

National Follow-up and Meetings Related to CONFINTEA

Symposium on Basic Education and Lifelong Learning, Beijing, China, 8th to 12th of September, 1998

Within the larger Symposium on Basic Education and Lifelong Learning, the CONFINTEA follow-up was discussed at a special session. The main recommendations were:

- Dissemination and advocacy of the CONFINTEA outcomes,
- Implementation of a data base for adult learning (without creating new institutions),
- Expansion of the *International Literacy Day* into a *Literacy and Adult Learners Week*,
- Developing a literacy and adult education network,
- The production of appropriate indicators for evaluation and monitoring.

2.2.4. Europe

In Europe, the *One Hour a Day for Learning (OHD)* recommendation was frequently highlighted, with the aim of lifting the barriers to the participation of adults in organized learning. The idea of the *Adult Learners Week* is also spreading rapidly.

Regional Meetings

Helsinki, Finland, 2nd October, 1998

The UNESCO CONFINTEA Forum[10], held in Helsinki, Finland, was the first European follow-up activity after CONFINTEA aimed at identifying action for implementation of the *Hamburg Declaration* and the *Agenda for the Future*. The event placed special focus on the CONFINTEA proposal *One Hour a Day for Learning* (OHD).

- How can OHD be implemented at the national level?
- What does OHD mean for women?
- What are the roles of NGOs and social partners?

"If the idea of OHD can be reality, it depends on an open dialogue between employers, employees, organizations and the political authority" (Hilde Borgir, Norway).

Special reports were given on the implementation of OHD with the social partners for people at work, for older adults as both learners an resource-persons, and for prisoners as both a right and a tool for rehabilitation.

There was agreement on the urgent need to spread a new vision of adult learning, since OHD needs to be adapted to the social, economic and cultural situation of every region or country to become reality.

The Forum concluded on the need to disseminate, largely through the media, the new vision of adult learning adopted in Hamburg.

[10] organized by UIE.

Brussels, Belgium, 3rd June, 1999

This second European follow-up seminar on "*The European experiences following the Agenda of CONFINTEA*"[11] was attended by governmental and non-governmental representatives from the 15 Member States of the European Union.

Opening the session, the acting Director-General of the Directorate-General XXII of the European Commission underlined the role CONFINTEA played in the development of new European Policy in adult learning, and in particular in the creation of the Grundtvig-Programme supporting exchange and innovation in non-vocational adult education.

The participants have underlined three specific areas for the follow-up to CONFINTEA:

- the development of new demand-focused policy, in addition to the traditional policy of adult education provision;
- the development of new approaches for financially supporting the participation of adults in organized adult learning;
- the development of an intersectoral and multidimensional vision of adult learning.

The delegation of the United Kingdom, with the support of Finland, insisted on the importance for the European Union to support, within the framework of the new demand-oriented policy, the growing initiative of the ALW, a proposal which was welcomed by the Director of the new Grundtvig-Programme, Mr Joachim Fronia.

A review of the different commitments contained in the *Agenda for the Future* has underlined:

- the issue of accessibility and quality, i.e. the overall tendency for adult learning opportunities being used by already privileged learners,

- the issue of the validation of learning for the purpose of vocational mobility and further education.

[11] organized by the DG XXII of the European Union.

Regarding the policy of the demand for adult education, the participants emphasized the need to sustain individuals in their own learning projects through accreditation services, counseling and information services, financial support, creation of free time for learning, as well as by creating a space for the expression of the various learning needs of peoples. This is necessary as the social demand for new adult learning is less for a recurrent adaptation but for the creation of active and creative citizenship.

In short, the follow-up meeting of Brussels has insisted on the contribution of CONFINTEA to the reconstruction of an enlarged vision of adult learning and of adult learning policies. The last European Summit on adult learning held in Turku, Finland, on October 20-21,
asserted again the CONFINTEA's perspective for the integration of work and non-work related adult learning in a larger view centered on active and creative participation of citizens.

National Follow-up Meetings and Activities Related to CONFINTEA

Follow-up in Canada

In Canada, a special follow-up committee has been set up by the Canadian Commission for UNESCO and a special workshop was held in March 1999 in order to identify the different partners for the implementation of the *Agenda for the Future* in this country. Some Canadian provinces have referred to the Declaration and the Agenda for the Future in parliament, in a successful defence of the new budget to be allocated for adult learning. Finally, a special **CONFINTEA animation kit** has been produced in English and French to help the different groups discuss the implementation of the *Agenda for the Future* (see annexes 10.1 and 10.2). A seminar to review with a group of experts the development of adult learning policies in industrialized countries in the perspective of the Agenda for the Future is being planned, for the beginning of December 1999, in cooperation with the Canadian Commission for UNESCO and the Government of Québec.

National Follow-up Workshop in Germany, Frankfurt, 26th May, 1999

A special German national day to follow up CONFINTEA was conducted on the 26th of May, 1999 in Frankfurt.

Beforehand, a survey was conducted by the DIE (German Institute for Adult Education) in order to analyze the impact of CONFINTEA in Germany and to elaborate ways to meet the challenges addressed in the *Hamburg Declaration* and the *Agenda for the Future*. Central aspects of the consultation were:

- partnership, co-operation and networking in adult education;
- access to and participation in educational opportunities;
- quality of further education;
- gender equity;
- adult education as a tool for competitiveness in international markets;
- education for sustainability;
- new technologies in international contexts.

The results of the consultation, which were discussed during the German follow-up meeting, have been presented to the second European follow-up meeting in Brussels. The outcome will be published in November 1999.

Follow-up Seminar in Dunaferr, Hungary, 27th to 28th May, 1999

50 adult education specialists and practitioners met to discuss the development of adult learning in the perspective of the CONFINTEA framework. The main themes were (1) the importance of deconstructing and reconstructing the diverse field of adult learning, (2) the uneven participation pattern in regard to socio-economic origin, age and sex, and (3) the importance of creating qualitative data banks on experiences and policy, and (4) the importance of having an efficient provision of organized adult learning.

Adult Education in Russia, Nizhny Novgorod, 25th to 27th March, 1999

This conference[12] was attended by delegations coming from each of the regions of the Russian Federation, i.e. from St. Petersburg to Vladivostok.

Taking into account that the government of Russia was absent at CONFINTEA, this conference emphasized the importance of disseminating the *Hamburg Declaration* and the *Agenda for the Future* in Russia, of exploring the possibility of creating an Adult Learners Week in the Russian Federation, and of using the media and the new information technologies more significantly, both for informing potential adult learners and for creating distance learning opportunities for adults. The delegates emphasized the importance of developing appropriate statistics on Adult Learning in Russia, of giving Russian researchers access to the world research literature and of creating intellectual cooperation with other countries.

A special investment has been made in the printing and the dissemination of the HD and the AfF across the country, as well as the production of a special publication including other key adult education reference texts[13] as an advocacy tool for policy-makers from the perspective of the coming debate on educational reform in Russia.

Follow-up Conference in the Nordic Countries

The Nordic Council for Adult Education organised in October 1998 a joint Confintea Follow-up conference held at the Nordic Folk Academy. Governmental and non-governmental representatives from Denmark, Finland, Iceland, Norway and Sweden discussed the creation of an International Academy for Democracy and Education announced in Hamburg, the Adult Learners Week proposal and the development of the concept of "Civic Education".

France, Creation of a Working Group on CONFINTEA Follow-up

The French National Commission for UNESCO has convened a working-group in order to pursue the reflection initiated in Hamburg and to draw new perspectives. This initiative undertaken under the direction of Anne-Marie Franchi, has lead to a publication (see annexed bibliography under French National Commission).

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[12] the meeting was co-organized by the Commission of the Russian Federation for UNESCO, the Technical University of Nizhny Novgorod of the Russian Federation and the UIE.

[13] This co-publication will include also texts on learning environment, on literacy and adult learning and on environmental adult education.

2.2.5. Latin America & the Caribbean

Latin America's follow-up strategy has been marked by the vibrancy and diversity characteristic of the region.[14] Rather than focusing on a large scale follow-up activity at a continental level, the educational sector of the Latin American Region undertook national, and subregional monitoring and evaluation activities centring on meetings and analyses covering the major themes of each subregion. In total, 21 countries of Latin America and the Caribbean, including both NGOs and governmental organizations took part in the follow-up to CONFINTEA, spread over a period of 14 months. 260 specialists and activists in the field of adult and youth education participated in this broad process of consultation.

An initial planning meeting which took place in Mexico at the beginning of 1998, convened by OREALC and with the participation of the CREFAL center in Mexico and the Latin- American adult association, CEAAL; UIE and the National Institute for the Education of Adults, INEA, led to the decision to organize around the concept of three different geographical and political regions: namely Mexico, Central America and the Caribbean, the Andean region, and the Mercosur countries. In each of the three subregional meetings the seven themes which had been defined were further debated and discussed. A discussion document was produced by OREALC and CEAAL to this end: *Hacia una Educación sin Exclusiones* (Towards Education without Exclusions) and there were further texts produced by the individual coordinators for each theme. In addition, each country attending the meeting presented its own follow-up report, the majority based on national follow-up meetings held prior to the sub regional meetings. In total, out of the 21 countries which participated in the subregional forums, 16 had previously held national meetings.

Sub-regional Meeting for the Mercosur Countries,
Montevideo, Uruguay, 17th to 20th November, 1998[15]

From the 17th till the 20th of November, 1998, participants from Argentina, Brazil, Chile, Paraguay and Uruguay met in Montevideo. In the debate on the follow-up to CONFINTEA,

[14] OREALC/UNESCO (1999) Estrategia regional de Seguimento a CONFINTEA V, Santiago: UNESCO/ CEAAL,CREFAL/INEA
[15] Organized by OREALC and CEAAL

the participants underlined the importance of relating adult and youth education in the present context of Latin America where the priority is shifting from literacy to access to higher levels of basic education. In addition there was a strong focus on work and its relation to the economic system. The role of the municipality in providing local opportunities for adult learning was also brought out at the meeting. Finally, the role of the teachers trade union was strongly emphasized in Montevideo, the only meeting where the unions were, in fact, present.

Sub-regional Meeting for the Andean countries[16], Cochabamba, Bolivia, 19th to 21st January, 1999

The meeting took place between the 19th and 22nd of January, 1999, in Cochambamba, Bolivia with the participation of Columbia, Ecuador, Peru, Venezuela and Bolivia. The Cochabamba meeting was characterized by a discussion of the role of civil society and the relation with the state in regard to adult education. A critique was made of current free market policies, while at the same time a strong political concern was raised for adult learning to be related to two major issues: that of justice and that of peace. Specific groups were singled out for particular attention: older learners, indigenous peoples, women, working children and adolescents, and peasants. As in the previous meeting, the need to systematize experiences was also stressed while the importance of developing indicators for monitoring the agreements made on adult education in the region was underlined. Of the three subregional meetings, that of the Andean region expressed most forcefully the voice of the Latin American women, while also drawing out the relevance of inter-cultural education vis a vis human rights and the relation between civil society and the state.

Sub-regional Meeting for Central America, the Caribbean, and Mexico, Patzcuaro, Mexico, 22nd to 25th March, 1999[17]

The meeting was hosted by Mexico and took place in Patzcuaro, between the 22nd and 25th of March, 1999. 85 participants from Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, as well as from Cuba, the Dominican Republic and Haiti attended the meeting. This was the first time that Haiti and Belize had

[16] organized by OREALC and CEAAL

[17] organized by CREFAL

participated in a regional forum on adult education.

At this meeting a specific regional aspiration was made evident -- that of developing "a culture of prevention" in response to the major natural disasters that have afflicted the region. Particular emphasis was also placed on the issue of illiteracy in the region, but it was stressed that literacy should be understood in its broader sense of empowerment and cultural development.

Specific proposals emanating from the Patzcuaro meeting were to convene a meeting of education ministers from the subregion in order to place adult education squarely on the political and educational agenda of the countries involved. It was suggested that some Andean ministers and possibly some from the Southern cone could be invited to such a forum. In addition, there was agreement on the importance of an editorial policy which included electronic media focusing on issues of adult learning in the region. Finally, it was again stressed that the training of adult educators was something that should be undertaken as part of the follow-up to CONFINTEA.
Following the last meeting of the region in April, 1999, in Mexico, it was decided that the seven themes which were defined and discussed during the subregional meetings should form the basis for follow-up activities in the region as a whole. For the period 1999-2001 therefore, it was proposed that the training of adult educators, the systematization of experiences, the setting of permanent forums, and the establishment of indicators be the principal activities of the future with regard to adult learning in the Latin American Region. In line with the recommendations of promoting the use of electronic publishing and disseminating information in the region, CREFAL established a homepage in Spanish with
the major documents produced during the consultation process on CONFINTEA follow-up in the region[18].

Regional Meeting for the English-Speaking Caribbean[19], Barbados, May 12-15 1998

The meeting was organized and hosted by the Caribbean Regional Council for Adult Education within the framework of their 6th General Assembly. The meeting recommended that the intergovernmental Commission, CARICOM, inserts in its Human

[18] http://crefal.edu.mx
[19] Many more follow-up activities have taken places in this sub-region, a report has been published in September 1999: CONFINTEA Follow-up Report in the Caribbean, CARCAE, Kingston (available from the UNESCO Kingston Office)

Resource Development Strategy the recognition of "the critical importance of adult learning in ensuring sustainable human development," promote initiatives such as "One Hour A Day" and "Adult Learners Week" and acts on strengthening the collaboration of partners in pursuing these initiatives.

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3. Creating a Culture of Lifelong Learning

"We are determined to ensure that lifelong learning will become a more significant reality in the early twenty-first century. To that end, we commit ourselves to promoting the culture of lifelong learning through the 'one hour a day for learning' movement and the development of a United Nations Week of Adult Learning".

(Hamburg Declaration, § 26).

3.1 One Hour a Day Campaign

One Hour a Day (OHD) is not meant as a legally binding commitment, it symbolizes rather a fundamental right to personal development and orientation towards the future. Because this may have different meanings in different cultures or different groups, OHD requests that each country should promote the idea of OHD embedded it in its own cultural context.

OHD is addressed primarily to the many people who are excluded from mainstream economic life and adult education, and who are remote from school culture. Implementing OHD demands creativity, not only through development of learning opportunities, but also through development of strategies to reach people's motivation to learn.

"Generally, it can be stated that the motto OHD aims giving access to formal and non-formal learning to the whole population. This requires the availability of appropriate frame conditions and offers, motivation work and the dismantling of learning and access barriers. Therefore, it is advisable to connect the motto OHD with other initiatives, dealing with the promotion of lifelong learning and firmly establishing further education in the educational system."

(National Swiss UNESCO Commission, 1998, p. 23)

Swiss Leanest

Switzerland conducted their 2nd Leanest, from the 3rd to the 9th of June, 1999, on the theme "One Hour a Day". The purpose of conducting a Leanest under the motto "One Hour a Day" was to find creative and manifold ways to put the motto into practice. The aim was to stimulate people to think about their own learning. During the week, a competition was held on finding creative ways to put the motto into action.

To urge political commitment to the motto, and to encourage further action on the campaign, the Education and Science Division of the National Swiss UNESCO Commission has given instructions on developing a study on how to implement the 'Leitmotiv' OHD[20]. This study:

- formulates the conditions of daily learning, and
- gives practical proposals on how to implement the OHD motto.

Ideas of the Leanest on how to create One Hour a Day are also recorded in the study. For example it proposes:

- reconstruction of education biographies;
- a series of motivational campaigns for lifelong learning, including information about consultation facilities and phones, brochures, on-line offers etc.;
- political debates on the subject of learning, on the connection between the different levels of education, and on the contribution of further education to the solution of social problems;
- discussing the formula *One Hour a Day* as a symbol for the right to further education.

(Swiss National Commission of UNESCO, 1998, pp 33-37)

Another study on how to implement the *One Hour a Day Campaign* is currently being carried out by the UIE. Different types and possibilities of financing and integrating "One Hour a Day" are being analyzed and put together. Approaches in the European countries for financing individual learning are being examined in this context, such as:

- the concept of job rotation;

[20] National Swiss UNESCO Commission. 1998: One Hour a Day for Learning – Practicing in Switzerland. A study for practicing the motto "one hour a day for learning", passed at the 5th UNESCO World Conference on Adult Education in 1997.

- the idea of education vouchers;
- employer-financed programmes;
- paid educational leave, and
- individual learning accounts.

Women and One Hour a Day

The motto OHD was initially created in connection with gender education. From the 27th to the 29th of November, 1998 in Florence, Italy, an international meeting took place on the proposal OHD and ways to ensure the right of women to lifelong learning. The pending issue was to instrumentalize the *One Hour a Day Campaign* as a means of supporting the participation of women in organized adult learning.

Need for further action

To make One Hour a Day a real chance for women for educational opportunities, further studies on operational measures for freeing time for women to learn will have to be carried out, with a special emphasis on women in non-industrialized countries. Popular tools should be produced and largely disseminated.

3.2. Adult Learners Week

"The aim of lifelong learning is to enable the active and creative participation of all members of the community. Adult learning occupies a place at the very heart of society and responds to the concrete aspirations of individuals. Learning to be, learning to do, and learning to live together are the core concerns – this also includes learning to read, write and count, but what is most important is to ensure that all women and men are freer and more responsible citizens.

This is the essential meaning of this historic turning point that took place in Hamburg in July 1997 in celebration of the liberating process of lifelong learning. I must congratulate all those countries that have initiated the implementation of the CONFINTEA recommendation concerning Adult Learners Week. In doing so we have launched a movement that is destined to grow ever larger."

(Federico Mayor, Director-General of UNESCO)

The purpose of an *Adult Learners Week* is to:

- celebrate the role that learning can play in transforming lives;
- stimulate the participation of women and men in different forms of learning;
- increase access to information, advice and guidance.

The organization of an *Adult Learners Week* can also enhance the partnerships among all the agencies involved in providing adult learning opportunities.

The United Nations' Adult Learners Week is a campaign to address these issues and was called for during CONFINTEA in 1997.

Since CONFINTEA, the *Adult Learners Week* initiatives have been intensified in a series of countries and have been created in many others.

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3.2.1. Intensification of the National Adult Learners Week

Australia: No Limits to Learning[21]

The first Australian ALW was held in 1995 as a way of recognizing and celebrating adult learning. The week concentrates on advocacy for a broad and inclusive concept of adult learning, and the need to link this with important national goals in relation to lifelong learning and the *International Literacy Day*.

Since then, the yearly *Adult Learners Week* has attempted to highlight adult learning taking place in community settings, in workplaces, libraries, among older people, women and learning with the use of new technologies.

Visitors and guests from overseas have shared their experiences and perspectives of adult learning. They have gained insight into the diversity of adult education practice among indigenous Australians, in remote communities and in rural areas. All the partners were involved: non-profit organizations, universities, enterprises and government agencies.

Flanders: Take your Chances (Grijp Je Kansen)[22]

The first Week of Popular Education in Flanders took place between the 12th and the19th of October, 1996. The slogan "Take your Chances" was intended to reinforce the idea that there are chances to obtain further skills in everybody's life.

The focus of the ALW lay on informal and liberal adult education. Among the activities, a planning guide was produced and sent to over 300 Flemish local authorities, over 60,000 posters were distributed and displayed in all main stations in Flanders and 120 nationally recognized organizations joined the Adult Learners Week.

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Jamaica[23]

> *"Adult Education Week provides an important occasion to develop greater public awareness of the considerable contribution which adult education activities make to the development of both the individual and the community" (JAMAL, organizer of the Jamaican ALW).*

Since its inception in 1995, the celebration of the Adult Education Week has gathered momentum, and, in 1998, was extended to three rural parishes on the island. The major objectives can be summarized as follows:

- to emphasize adult education as a prerequisite to increased production, thereby enabling the country to gain the competitive edge which it needs for economic viability;
- to inform adults of the ways in which they can enhance their own awareness and sensitivity; and
- to identify agencies involved in adult continuing education and encourage co-operation among them.

Slovenia, A Learning Country[24]

Slovenia was one of the first countries in Central and Eastern Europe to initiate an Adult Learners Week. The first Slovenian Adult Learners Week took place in the framework of the Socrates Programme in 1996, coordinated by the Slovenian Adult Education Centre (SAEC) and has now been established as a yearly event. The many national and local activities included workshops, exhibitions, round tables, launching of projects, awards ceremonies, special radio and TV broadcasts and dissemination of survey data to the media.

The Adult Learners Week in 1999 will be held between the 18th and the 24th of October, paying special tribute to the learning of older people.

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South Africa: Go for Life, Go for Learning[25]

From the 2nd to the 8th of March, 1998, the Adult Learners Week was arranged in South Africa at national, provincial and local level under the motto: "Go for Learning, Go for Life". A national media campaign, a national awards ceremony and an Adult Learners Week Colloquium took place during this week. The Adult Learners Week was attended by international delegates, who visited various activities during this week as well as the Adult Learners Week colloquium. The aim of the colloquium was to reflect on the outcomes of the conference and to put forward the proposal of promoting Adult Learners Week as an international project. The recommendations were as follows:

- integrate Literacy Day into Adult Learners Week;
- publish stories of adult learners;
- run a telephone helpline; and
- AETASA, the Adult Education and Training Association of South Africa, should take the responsibility for disseminating information on international developments within the sector.

The activities in the nine provinces of South Africa included Open Days, marches, fun runs, boat trips to Robben Island for seminars and meetings.

The next Adult Learners Week will be held between the 6th and 11th of September, 1999.

• Switzerland[26]

Switzerland held its third Adult Learners Week, the Leanest, between the 3rd and 9th of June, 1999. 27 of the cantons in Switzerland organized events (see above, section 3.1.). The week was linked to the One Hour a Day Campaign. Museums opened their doors for special adult learning events and churches participated with contributions. During the Adult Learners Week, the organizers also took part in the Socrates Project MUSAEAM, Museum and Adult Learning.

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[26] Contact: Ruth Meier, SVEB, e-mail: festival@alice.ch

United Kingdom: Learn and Grow[27]

The Adult Learners Week has been celebrated in the United Kingdom since 1991. Learners, politicians, policy-makers, broadcasters and providers of education and training come together during the yearly event. The purpose is to:

- show the rich variety of learning opportunities that exist for adults;
- bring the joy of learning to persons distant from learning;
- involve policy- and decision-makers.

In 1998, there were some 10,000 local, regional and national events, together with awards for individuals, groups of adult learners and organizations with innovative strategies for including under-represented groups. Television programmes radio programmes, press articles and thousands of posters highlighted the week and increased awareness of the event.

The week was supported by a freephone Helpline, which was used by more than 150,000 people. A survey showed that 84% of the callers did not know where to go locally for advice, and were not aware of adult guidance services.

Adult Learners Week now has two sister promotional campaigns – "Sign Up Now" in September and "Sign Up Again" in January – which encourage people to enrol in a learning course.

3.2.2. Celebration of National Adult Learners Week since 1997

Benin[28]

The main objective of the event which took place between the 14th of August and the 8th of September, 1998, was to mobilize national and international public opinion on adult learning policy in Benin and, though this, to give a forum for adults to voice their needs.

The Adult Learners Week also provides a chance to share experiences in the area of adult learning with other countries, mainly in West Africa. Within the framework of the Benin Adult Learners Week, UIE therefore organized a special seminar to sensitize neighbouring countries to this new policy proposal for the mobilization of learners. Five

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[27] Contact: Kay Smith, NIACE, e-mail: kay@niace.org.uk

[28] Contact: Emmanuel Voglozin, Director of the National Literacy Programme

delegates were invited to this seminar: the Literacy National Directors of Guinea, Mali and Togo, and representatives from the literacy Directorates of Burkina Faso and Niger, as well as an international expert. After observing the unfolding of the Adult Education Week in Benin, a workshop was organized on the assessment of the experience and a proposal to undertake similar initiatives in the countries represented.

A second Adult Learners Week will be held in September 1999.

Estonia[29]

77 different organizations took part in the first Adult Learners Week in Estonia – producing more than 100 events to draw Estonians' attention to educational and learning opportunities. Libraries were the most active providers of the Week, although local authorities made a strong contribution as well. The week provided a stage for the launching of the first handbook on adult education in the Estonian language.

"The data allows us to assert that the first Adult Learners Week organized in Estonia was a success, and not only because institutions and local authorities were involved at national and local levels. Media played a very intensive role in the implementation of the Week by bringing the importance of lifelong learning into the consciousness of many adults" (Association of Estonian Adult Educators [ANDRAS], the week's organizers).

Finland[30]

The first Finish Adult Learners Week was held between the 6th and the 9th of September, 1998, the second between the 18th to the 24th of September, 1999.

One of the main goals is to encourage participation in learning by all adults, but especially among socialiy passive groups. Events included the *Helsinki Region Adult Education Fair*, an outdoor carnival for adult learners, learning activities in the main railway station and many others.

There was also a national helpline for information and advice on learning and substantial coverage of the Week in the print and broadcast media.

Germany: Lernfest[31]

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[31] Contact: Heinz Meyer, Adolf Grimme Institut, e-mail: hmeyer@grimme-institut.de

The first German Adult Learners Week was launched between the 13th and the 17th May, 1998. More than 100 activities nationwide attracted several hundred thousand visitors during this week. Part of the Lernfest was a "contest of ideas", initiated by the Ministry of Education, Research and Technology. The aim of the contest was to develop ideas on how to present the manifold opportunities of the educational system.

The activities ranged from computer training and information on vocational training opportunities to painting and music.

The second Adult Learners Week was scheduled for the 16th to the 22nd of May, 1999. The Adolf Grimme Institute produced a special information packet for this event, "Lernfestkoffer", to help adult learning organizers plan their participation during the Adult Learners Week.

New Zealand: Adult Learners Week, He Tangata Matauranga

An adult learners' week was held in New Zealand around the 8th of September 1999, the International Literacy Day. Awards were given to acknowledge the work of adult educators, providers and learners. Many ways were used to reach out and celebrate the achievements and contribution of adult learners.

Norway: Open for Learning[32]

Coordinated and managed by the Norwegian Association for Adult Education (NAAE), the Norwegian Adult Learners Week took place between the 8th and the 15th of September, 1998, with activities held all over the country. "The goals of the National Week for Adult Education are to strengthen adult rights, motivations and possibilities to participate in adult education irrespective of background, by showing and presenting a variety of activities, methods, providers and participants in the adult learning field" (Norwegian National Learners Week Homepage).

The focus of the 1998 Adult Learners Week lay on "qualification", "democracy" and "participation". In addition to TV spots and public service messages, an Internet web page and a newsletter informed the Norwegian citizens of the event. Posters and fact sheets were developed as well.

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[32] Contact: Berit Mykland, VOFO, e-mail: berit.mykland@vofo.no

The participation of the Norwegian population (4 Mio.) in adult learning in voluntary associations is very significative: in 1997, an estimated 700,000 people participated in approximately 70,000 courses organized by adult learning associations.

The 1999 Adult Learners Week topic is "Motivation for Participation". The focus is democracy, literacy and elderly people, using the platform of the UN International Year of Older Persons. An effort is made to bring together the public institutions, the work-related agencies and the voluntary associations.

3.2.3. Expected Creation of National Adult Learners Week

A series of countries are preparing an Adult Learners Week. These countries are: Austria, Botswana, Hong Kong, Hungary, Lithuania, Namibia, the Netherlands, Portugal, Palestine and the Philippines.

3.2.4. Preparation of the Launching of the UN Adult Learners Week in September 2000

The idea to centre the UN *Adult Learners Week* around the *International Literacy Day* was developed at the CONFINTEA follow-up consultation meeting in Elsinore in July, 1997. *International Literacy Day* will keep its identity, September 8th, and will be the leading event of the UN Adult Learners Week.

The *International Literacy Day* will be connected to the larger adult learning movement to which it contributes, the focus on literacy will be reinforced and the *International Literacy Day* will energize the *Adult Learners Week* initiative. Burkina Faso, India, Mali, Niger, Senegal, Togo and Thailand have, for example, already developed their *Adult Learners Week* promotional campaigns around the annual International Literacy Day.

Future Action

- Promotion and development of *Adult Learners Week* in as many countries as possible,
- Consultation with member States, NGOs and within UNESCO,
- Preliminary discussions at the UN HQs in New York with the ECOSOC (Economic and Social Council),
- Organization of international and regional training and capacity building workshops for countries interested in developing a *UN Adult Learners Week*,

- Finalization and dissemination of a broad and widely supported proposal which has significance for all regions.
- September 1999: at the CONFINTEA follow-up forum, consensus building on a final *United Nations Adult Learners Week* proposal,
- November 1999: presentation and official decision on the proposal by the UNESCO 30th General Assembly in Paris,
- December 1999: Presentation by UNESCO of the recommendation to ECOSOC.

4. Gender Equity

"The last 25 years constitute a progressive process of negotiation, transaction, struggle and conflict towards gender justice in our society. Throughout these years, civil society, women, grass roots organizations, the international organisations and, above all, the NGO's and those associations that genuinely support women, have placed women's agenda on the social agenda and have contributed to generate awareness and promote changes in the struggle for women's rights."

(REPEM-GEO, 29-30 April 1999, Montevideo, Uruguay)

International conferences have played an important role in providing grounds for development towards gender equity through governmental commitments.

CONFINTEA stressed that in order to reach gender equity, adult learning has to go beyond the task of transferring skills and concentrate on using those skills in society – to enable women to negotiate more effectively and to deal with structures of power, as well as to bear in mind the subjective situation of women.

CONFINTEA concluded that adult learning for women must have a multi-pronged and multi-faceted approach. Although women's matters were discussed in separate workshops at CONFINTEA, gender equity cuts across dimensions and should be discussed in every topic of adult learning.

To ensure a follow-up to CONFINTEA, three important objectives were proposed:

- exercising political pressure at all levels, so that the governments fulfil commitments made during the conference;
- monitoring the achievements of the commitments;
- empowering women through special seminars and activities.

4.1. Education Watch

One main follow-up issue has been the development of indicators to measure the implementation of agreements made by governments in relation to women, gender and adult learning. Of course, the idea to create an "Education Watch" concerns all potential learners, but a first priority has been given to the issue of accessibility for women. To that end, REPEM (Women's Popular Education Network of Latin America and the Caribbean) invited forty women from all around the world to meet in Santa Cruz

de la Sierre, Bolivia in June, 1998, to discuss the possibilities of improving actions aimed at influencing public policies and contributing to the creation of an Education Watch. The aim was to follow-up of the Platform of Action of Beijing and CONFINTEA recommendations, focusing on educational and gender matters. The need to create indicators, which then can be used as tools for monitoring accomplishments on governmental level was stressed.

A first set of indicators has been developed under the authority of GEO (Gender and Education Office of ICAE), and the *"Social Watch on Education and Gender"* has been created to monitor and appraise the progress made by governments in implementing their commitments to adult education[33].

The aim of this 'Education Watch' is to:

- call governments to account for the critical state of education;
- create mechanisms for long-term government accountability;
- assess the impact of UN conferences on the state of education; and
- monitor and assess the work of non-governmental sectors in implementing educational goals.

4.2. Monitoring and Evaluation from a Gender Perspective

As requested at CONFINTEA, a special initiative was undertaken to develop gender sensitive monitoring and evaluation mechanisms on ways the gender perspective could be incorporated in the overall monitoring and evaluation of adult education programmes and projects.

For that purpose, male and female policy-makers, researchers, educators, trainers, and evaluators came together in Quezon City, The Philippines, between the 14th and 20th of March, 1999, to learn about the range of monitoring and evaluation practices used by local communities, universities, NGOs, governments, UN agencies and other regional organizations in various situations.

At the seminar, precise mechanisms were proposed to ensure the gender perspective in monitoring and evaluation, where quantitative methods have to be alternated with qualitative methods, which take into account aspects like self-esteem or empowerment.

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[33] "Social Watch on Education and Gender" in: Social Watch, No.3, Montevideo 1999, pp 90-93

A booklet was released which includes all papers and key elements of monitoring and evaluation from a gender perspective.

4.3. Regional Follow-up on Gender and Adult Education

At regional level, the main follow-up issues on gender and adult education were:

- to find ways of moving forward with the commitments to women's learning to which governments had agreed upon;
- to bring a gender-oriented approach into mainstream of the NGOs work for promotion of adult learning;
- to develop a strategy for the development of such programmes in the follow-up to Hamburg.

To pursue these issues, one meeting was conducted in Africa, another meeting in Thailand.

Women, Gender and Adult Education in Africa

Dimensions for the Index Accomplished Commitments to women's learning:

1. **Political Will**: Progress in terms of plans and programmes the government has developed
2. **Progress Towards Goals**: the rate in which countries progressed towards the goals related to the commitments assumed

From the 30th of August till the 2nd of September, 1998, a follow-up meeting on women, gender and adult education in Africa, organized by the Uruguay-based GEO together with the South African Adult Education Office of the German Adult Education Association (DVV), took place in Cape Town, South Africa. The participants aimed at finding ways of moving forward with the commitments to women's learning upon which the governments had agreed.

It was the goal of this meeting to go beyond political rhetoric and enable practical action within severe resource constraints. Next to the popularization of the *Hamburg Declaration* and the *Agenda for the Future* and Women's Leadership Development, the

implementation of an "Index of Accomplished Commitments on Women's Education" was identified as a main course of action.

Specific recommendations were made for rebuilding women's education in Africa, for example:

- linking all participants electronically through a Listserv in order to communicate about international and future developments;
- using the *Hamburg Declaration* and *Agenda for the Future* as tools to highlight the importance of women's learning for strengthening women and their local communities.

Regional Consultation on Women's Education in Thailand

On the 26th and 27th of September, 1998, a Regional Consultation on Women's Education took place in Hua Hin, Thailand, to[34]:

- discuss the role of Women's Programme in the continuing effort to bring a gender-oriented approach into mainstream of the Asia and South Pacific Bureau of Adult Education (ASPBAE)'s work;
- plan ASPBAE's programme on Leadership and Capacity-building for women educators
- plan the strategy of the Women's Programme in the follow-up to Beijing and Hamburg.

Need for Further Action

Gender equity should be understood as a transversal dimension pervading all areas of life. Efforts need to be made to create indicators that can be used as tools for monitoring and evaluating the accomplishments of national governments and their achievements at world-level. Guidelines on quantitative and qualitative methods for monitoring adult learning from a gender perspective are requested. Model policies and programmes giving women access to education needs to be documented. And the issue of gender needs to be pursued in relation to both feminity and masculinity.

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[34] Jointly convened by the Women's Programme of the Asian South Pacific Bureau of Adult Education (ASPBAE) and the Gender and Education Office (GEO) of the International Council for Adult Education (ICAE).

5. Empowering People

"The right to education is a universal right of all people. While there is agreement that adult learning must be accessible to all, the reality is that many groups are still excluded. (...)."

(Agenda for the Future, § 43)

This chapter deals with the adult education of prisoners, older persons, the issue of literacy and of indigenous populations regarding the efforts undertaken since CONFINTEA.

5.1. Prisoners

The right to education is a universal right of all people. But CONFINTEA's proposal on the right to learn of all prison inmates is still often not on the priority list, even if positive ongoing experiences stress the realism of the *Hamburg Agenda*.

During CONFINTEA, it was stressed that education should be seen not only as the imparting of knowledge and skills, but rather as an enabling of the individual to take control of his/her own life and as a fundamental step towards their social reintegration. It was therefore agreed that it was imperative to recognize that the right to learn of all prison inmates should be implemented "by providing prison inmates with information on and access to different levels of education and training; by developing and implementing comprehensive education programmes in prisons, with the participation of inmates, to meet their needs and learning aspirations; by making it easier for non-governmental organizations, teachers and other providers of educational activities to work in prisons, thereby providing prisoners with access to educational institutions and encouraging initiatives that link courses carried out inside and outside prisons" (*Agenda for the Future*, § 47).

Even before the Conference, UIE and international NGOs worked to ensure the right of prisoners to participate in organized learning activities.

As a follow-up to CONFINTEA, the CERIS of the Free University of Bruxelles, with professional support from UIE, has undertaken a systematic study on the situation of education in prisons. The European Union funded the project in the European Region.

A worldwide survey was conducted. The questionnaire was sent to different agencies (governmental authorities, NGOs, volunteers groups, etc.) in 120 countries, asking about the legal and instrumental framework, the participation of prisoners in organized learning activities or programmes, the education conditions in prisons and the recognition on the outside. Answers were received from African countries, Arab States, Asiatic countries, Caribbean and Latin American countries, Europe and North America. The outcome of the survey will be presented and discussed at a seminar scheduled for the beginning of 2000.[35]

By making transparent the situation of organized adult education in prisons, it is hoped that in the future, prisoners will have more possibilities to join educational programmes during their prison term. Another goal is the exchange of educational material concerning prison education, as well as exchange of experiences.

Need for Further Action

Better knowledge about the obstacles to providing educational programmes in prisons is needed. Ways have to be found to report on the accessibility, as well as success stories of education in prisons. But what action needs to be undertaken at global, regional and national level to implement the right of prisoners?

5.2. Older Persons

Population patterns are changing. Demographic trends show that the population of persons 60 and older is increasing in all world regions.

Surveys make obvious that older persons are excluded from the informal economy, volunteering, learning, family and community life. They are often marginalized and considered a social and economic burden to society.

Compared to the younger generation, and in spite of having more free time available, older citizens, in all regions of the world, show a lower rate of participation in various adult learning activities.

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[35] The questionnaire can be obtained from Marc de Maeyer (m.demaeyer@arcadis.be).

It is necessary to recognize the creative potential of older citizens, their capacity to learn and engage in new activities, as well as their aspirations to improve their quality of life.

Older citizens have much to contribute to the development of society.

> *"Therefore it is important that they have the opportunity to learn on equal terms and in appropriate ways. Their skills and abilities should be recognized, valued and made use of."*
>
> *(Hamburg Declaration, § 21)*

An informal consultation meeting was scheduled for the 7th of December, 1998, in connection with the preparation of the United Nations Year of Older Persons in 1999 and the follow-up to CONFINTEA. Experts from the Netherlands, the United Kingdom, Germany and Macao participated, as well as representatives from WHO, the Ageing and Health Programme, and the ICAE. It was discussed how the initiatives and activities of IYOP could be supported and linked. The IYOP offers a special momentum that will be used especially in a series of initiatives culminating on the 2nd of October, 1999, for a joint WHO /UNESCO-UIE mobilization on active ageing.

In cooperation with NIACE (National Organization for Adult Learning) of England and Wales, the UIE has published a booklet in support of the learning of older people in the IYOP and in the new millennium: *"Creative Learning & Active Ageing. New Challenges for older People"*[36].

A CONFINTEA follow-up project at the UIE concentrates on "Intergenerational Learning Across Cultures: Ageing and Adult Education". UIE worked together with institutions active in the field of intergenerational programmes (IPG), undertaking international comparative studies. The aim is to design a policy dialogue forum for key decision-makers and researchers.

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[36] UNESCO Institute for Education. 1999. Creative Learning and Active Ageing. Hamburg, Germany

Need for Further Action

Important actions for the future are to:

- develop advocacy material on the contribution of older people to their communities;
- establish a more age sensitive monitoring system;
- explore ways to increase accessibility of adult literacy and adult learning programmes to older women and men.

5.3. Literacy

Adult literacy was one of the key issues addressed at CONFINTEA. The follow-up was pursued separately in the developing and the industrialized countries:

5.3.1. Literacy in Developing Countries

Coming at the end of a decade of debate on the importance and the meaning of adult literacy in relation to development and in particular to rural development, CONFINTEA crystallized a new vision of Adult Literacy.

The main activities in the last two years were the dissemination of the new vision expressed in the *Hamburg Declaration* and in the *Agenda of The Future*. The texts were distributed in many languages. Benin, Mali and Senegal have even made excerpts of the *Declaration* in local languages.

Literacy is now redefined in the larger context of adult learning, including much more than the learning of writing, reading and numeracy skills. It is in that perspective, for example, that in many countries the former literacy agencies are now called adult education agencies.

An important impact of CONFINTEA was the rediscovery of adult literacy as a high priority for development. A typical example at national level is the Ivory Coast, which has now created a new national organization (Comité National d'Alphabétisation, CNAL) and, at the international level, the World Bank, which has inaugurated a new programme (Adult Education Outreach Programme) precisely to support adult literacy, such as the one already in place in Senegal and the one planned for the Ivory Coast.

CONFINTEA has contributed significantly to the recognition of the multiplicity of literacies and of the use of local languages in adult literacy programmes, such as the Botswana Project on minority languages.

The integration of basic education in social and economic policies such as health promotion and rural development has also been stimulated by CONFINTEA.

Another interesting outcome of this development is the rapid expansion of the idea of the Adult Learners Week in Africa and in Asia, related in particular to the International Literacy Day.

Many questions nevertheless need to be raised:

(1) How can the current literacy programmes be transformed into the broader endeavour of learning throughout life?

(2) How can the present marginal status of adult literacy personnel be consolidated and how can they be provided with much-needed in-service training?

(3) How can the growing contribution of non-governmental organisations be inserted into the overall national programmes of literacy, as is starting to be done, for example, in Senegal?

5.3.2. Literacy in Industrialized Countries

The literacy debate in the industrialized countries has tended to be more developed in anglophone countries. So far there has been no international dialogue between francophone countries. To correct the situations, and referring to the CONFINTEA literacy approach, an initiative to promote international cooperation between the French speaking industrialized countries was organized.

From the 21st to the 25th of June, 1999, a seminar was conducted in Namur, Belgium to bring together literacy communities for networking, exchange and dialogue[37]. This seminar, organized by the Communauté Francaise de Belgique together with the Agence de la Francophonie and UIE was a good occasion to express the issues arising from CONFINTEA, such as:

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[37] Participated delegations from Belgium, Canada, France and Switzerland, plus invited experts from Benin, Ivory coast, Haiti, Laos, Rumania, Senegal, Tchad and Tunisia.

- the close relation between democracy and literacy, implying that each citizen has the right to participate fully in community life;
- the transition from the single literacy approach to the view that there are multiple literacies;
- the large gap which remains between the recognized needs and the resources allocated;
- the emerging policies for public information and sensitization;
- the training of literacy workers and the development of action research;
- the changing role of states in relation to NGOs and private enterprise;
- the co-operation between industrialized and developing countries on the basis of the long term experiences of the latter[38].

The foreseen publication of UIE, *ALPHA 2000*, has been designed as an instrument to pursue the dialogue on the enlarged vision of literacy proposed at CONFINTEA.

Need for Further Action

Additional actions need to be taken, such as:

- further dissemination of the CONFINTEA documents,
- support for the ongoing integration of literacy into the perspective of lifelong learning,
- exploration and promotion of new policies,
- intersectoral cooperation,
- better communication between formal and nonformal education,
- support for professional development of literacy personnel,
- developing information and sensitisation projects like the *Adult Learners Week*,
- the creation of literate environments,
- taking more seriously the gender dimension of literacy in the redeployment of basic education for adults,
- making recommendations on the role of NGOs in literacy, and
- actions to improve quality cooperation between NGOs and with governments.

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[38] The four national reports are already available (through UIE), while the publication coming out of the seminar will be published in 2000; a periodic bulletin of information is being proposed.

The role of UNESCO should be to reinforce governmental and nongovernmental national capacity and to sensitize policy-makers to the importance of the new vision.

5.4. Indigenous Populations

The follow-up to the issue of indigenous populations and adult education within the framework of CONFINTEA has focused on monitoring policy and provision by means of an international survey coordinated by the UNESCO Institute of Education and currently in process in an initial 16 countries throughout Asia, Latin America and Europe. The survey carried out by focal point research centres and indigenous organizations in these regions is documenting legislation, provision of services, and national policy with regard to adult education for indigenous peoples, and is examining both government and non-governmental initiatives.

Least understood and least financed, the place of adult education for indigenous peoples is a sensitive and complex issue. Many times national governments misunderstand the call for linguistic and cultural respect in education programmes as a call for political separatism, or an attempt to preserve "museum cultures", even to promote forms of apartheid. That is why it is so important to have both quantitative and qualitative information in this field.

In addition to the international survey, the UNESCO Institute for Education, in coordination with the Latin American Population Programme (PROLAP), is carrying out a demographic study of indigenous migration patterns to urban areas in Latin America and the relation to demand for adult education services.

With the results of both these two studies, it is expected that UNESCO can provide more concrete guidelines on adult education policy for indigenous peoples, going beyond the specific recommendations contained in the Hamburg Declaration and ending what sometimes seems to be a never ending debate on the meaning of intercultural education.

Posters, having the respective articles of the *Hamburg Declaration* and the *Agenda for the Future* on them, have been produced and distributed in several languages (English, Spanish, Maori, K'iche, Q'eqchi, Garifuna, and Mam).

6. Building Networks

At CONFINTEA, the idea of many new networks to link the documentation centres, to make the adult education community more interconnected and to make more use of the many cultural infrastructures was introduced.

6.1. Developing the Worldwide Adult Learning Documentation and Information Network (ALADIN)

In spite of the knowledge explosion and the invention of new media, access to adult learning documentation and information is difficult for many researchers, policy-makers, community groups, businesses and everyone engaged in lifelong learning around the world. So far, most large adult education centers have been located in Western Europe and North America. But even where documentation services are available, they are threatened by financial cutbacks, if not with elimination. In addition, it is quite obvious that one centre alone cannot cope with the increasing demand, the diversification, the cultural variety and the complexity of adult learning information, reaching far beyond the boundaries of the education sector and including fields, such as health, environment, gender and literacy. The sharing of documentation resources and international cooperation was a necessity emphasized at CONFINTEA:

- natural capacity reinforcement through technical advice and training;
- production of key policy issues;
- publication of an electronic version for directory;
- support creation of new documentation centres in the least developed countries

(*Agenda for the Future*, §§ 20c, 22c, 23a, 55 and 57).

An International Expert Committee[39] was formed and the following activities, aimed at the implementation of a worldwide adult learning documentation and information network were undertaken: a survey, production of a directory and the planning of a world documentation network.

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[39] With members representing organizations such as UNESCO headquarters; the International Council for Adult Education; the World Bank; the "Centre de Documentation sur l'education des adultes et la condition feminine; the Syracuse University Library and Archives; the Slovene Adult Education Centre; the ERIC Clearinghouse on Adult, Career and Vocational Education; ALICE; the Roessing Foundation (Namibia); ACCU (Asia); ASPBAE (Asia); REDUC (Latin America); Damaskus University and the Ministry of Education of Nepal.

The worldwide survey, conducted by the Documentation Centre of UIE from November 1997 to July 1998, empirically confirmed the hypothesis about disparities and imbalances in the distribution of adult education documentation and information services[40].

The report published:

- profiled the 90 centres from around the world which have so far joined ALADIN;
- documented and interpreted the present situation including geographical disparities, uneven access to new technologies, user groups served, and special activities;
- identified compatibilities in data management;
- indicated difficulties and challenges in work, cooperation and networking;
- highlighted special roles within ALADIN, to be taken on by the members volunteering to become focal points for a particular region or area of specialization[41].

An Expert Seminar was convened by the UIE in Hamburg between the 29th and the 31st of October, 1998, and was attended by 25 participants representing adult learning documentation and information centres from all world regions and many international organizations. An Action Plan was adopted, proposing, for example, ALADIN.

In all the regions, ALADIN has at least one co-operating member ready to actively contribute to the institutionalization of adult education information services and their networking within countries, regions and on an international level.

UIE's fellowship programme was used to help ALADIN partners from Chad, Cameroon, Lebanon, Slovenia and the International Council for Adult Education play a more active part in ALADIN.

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[40] A questionnaire was sent to 148 persons/centres.

[41] The results of the survey were published in the form of a Directory of Members.

Interactive ALADIN homepage

The interactive ALADIN homepage, with links to all ALADIN members and their data bases/collections, is being created in co-operation with UIE and UNESCO-Headquarters. An attempt is being made to include a multiple search engine allowing the search of all externally online accessible ALADIN databases at the same time. In addition to the electronic procedures, traditional formats of networking and data exchange are indicated for those who are not yet online and will not be in the near future[42].

Need for Further Action

A project for the future will be finding ways to make the databanks of all centres involved in the Directory accessible to people in the field, in order to help them participate in policy formation in a more informed way.

A core of documentation centres is already directly accessible through the Internet for thematic research. The plan is, within a year, to extend it to all centres through new technologies and more traditional communication.

6.2. Information and Communication Technologies

The contribution that information and communication technologies can make to formal and informal learning is no longer questioned, and is seen as an enrichment to the learning environment.

The potential of new technologies lies in the chance of democratization of education, enhancing learner-centred flexibility and reaching un-served communities. On the other hand, they can also reinforce social disparities.

Therefore, the focus of the CONFINTEA follow-up activities lay on the question of accessibility.

Organized primarily by the Office of Learning Technologies of Human Resources Development Canada (OLD), an International Online Forum on "Greater Accessibility of Adult Learning Through New Information Technologies – But How?", was held between November 9th and 28th, 1998[43].

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[42] http://www.unesco.org/education/uie/aladin

[43] with the support of the Canadian Commission for UNESCO, and the UNESCO Institute for Education.

> *"The aim of this forum is to contribute to the ongoing development of policy on accessibility issues related to the use of technologies in adult learning, by developing a collection of practical and tangible recommendations and proposals which are built on different national and regional contexts in the world today, and which are jointly elaborated through the dialogue among partners in those contexts"*[44].

Participants from all over the world joined the virtual forum and discussed different themes focusing on four aspects: accessibility; learner involvement; training and the role of teachers and facilitators; and content development.

All participants emphasized both the social and the individual contexts in which learning takes place throughout life, formally, informally and non-formally. They saw this particular discussion on the use of new technologies in adult learning as an integral part of the debate on the full continuum of the learning experience throughout life.

The participants agreed on a number of recommendations in the discussion, on accessibility, as well as on training, but they also underlined the different social and linguistic contexts in which these new technologies are introduced, hence the different focus proposed.

A report on this virtual forum is available[45] in print and can also be viewed on the homepages of both UIE and OLD.

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[44] (http://cirrus.node.on.ca/unescoolt/unescobac.html)

[45] UNESCO Institute for Education, 1999: Report of the International Forum on Greater Accessibility of Adult Learning Through New Technologies – But How?

Need for Further Action

Future efforts will have to concentrate on the question of how to increase the plurality of content in learning materials supported by new technologies in order to meet the needs and aspiration of all people using new technologies for learning.

Actions are needed to counterbalance the market forces and ensure greater accessibility to new technology and the development of programmes which are sensitive to the different identities of social groups.

6.3. Role of Museums and Libraries

Museums tend to play a marginal role in current adult learning practice. Furthermore, museums are increasingly being overtaken by modern theme parks, television and the Internet, and the number of visitors to permanent collections is steadily decreasing. Libraries, as resources for formal and non-formal learning, have to adapt to the new demands of the information society.

CONFINTEA recognized the potential contributions of museums to intercultural understanding, global developments and peace.

Therefore, CONFINTEA underlined the potential for reform and innovation allowing museums to extend their traditional functions and to take on new roles as learning institutions. As to the role of libraries, CONFINTEA stressed the need to find ways to broaden the accessibility of libraries and adaptation to the information society.

During a CONFINTEA follow-up meeting in Florence, Italy, between the 27th and 29th of November, 1998, four strategic areas of interventions were singled out: (1) Increasing access to libraries and museums, (2) Integrating the educational activities of libraries and museums through the adoption of common educational methodologies, (3) Establishing a link between the educational provision of libraries and museums with adult education and (4) Extending the Cultural and Environmental Heritage Network on world level to allow participation of non-EU countries.

Another follow-up seminar to CONFINTEA was held in Munich, Germany, on the 20th of May, 1999, bringing together European experiences from France, the UK, Germany and the Nordic countries.

At this seminar, the different roles of museums in learning societies were analyzed: the educative role of museums in developing the curiosity of people and providing informal

learning experiences, the organized educational role of museums, as well as the growing integration of the cultural policies within an overall lifelong learning perspective. This network is, for the moment, limited to Western Europe but intends to develop cooperation with the other regions. A special initiative has been undertaken with the participants from the United Kingdom, France, Germany and the Scandinavian countries for making the 6th of June, 1999, an international open day for adult learning in the museum.

Need for Further Action

In the last two years the CONFINTEA follow-up activities on museums and libraries were pursued mainly in the European Region. Widening the activities and opening the discussion to the other regions, as well as establishing a world wide network will be the pending issue for the future.

7. Future Challenges

"The challenges of the twenty-first century require the creativity and competence of citizens of all ages in alleviating poverty, consolidating democratic processes, strengthening and protecting human rights, promoting a culture of peace, encouraging active citizenship, strengthening the role of civil society and ensuring gender equality and equity."

(Agenda for the Future, § 11)

7.1. Democracy, Peace and Gender

"One of the foremost challenges of our age is to eliminate the culture of violence and to construct a culture of peace based on justice and tolerance within which dialogue, mutual recognition and negotiation will replace violence, in homes, in communities, within nations and between countries"

(Hamburg Declaration, § 14)

"We commit ourselves to creating greater community participation by encouraging and developing leadership capabilities among the adult population and especially among women, enabling them to participate in institutions of the state, the market and civil society"

(Agenda for the Future, § 12b)

The creativity and competence of all citizens are a necessity and a key to the prevention of intolerance and racism and the building of a democratic world. Participation of all citizens is needed on local, national as well as global levels.

Adult learning is required to develop the aptitudes to deal with conflict in democratic ways and to help women to acquire the leadership skills needed to participate more actively at all levels of governments.

To debate these issues two series of activities have been developed.

A post-CONFINTEA workshop on Democracy and Peace was organized in Kampala, Uganda[46], to discuss the role of adult education in dealing with conflict situations and reconciliation. The participants discussed the role of religious leaders in reconciliation, of women in conflict management, of youth in conflict management, of media in conflict resolution, and the role of NGOs and research centres / institutes.

A first seminar was conducted in March, 1998, in the Philippines[47]. The second seminar on conflict resolution took place in Isiolo, Kenya, on between the 25th and 29th of August, 1999, per invitation of the Association for World Education (AWE).

In this series of activities, the issues confronted by women in the creation of democracy and in feminist leadership were discussed as a follow-up to CONFINTEA.

The issues put forward were:

- Practices of women's leadership, centred on politics of diversity;
- Need for sharper feminist analysis of globalization;
- Democracy, gender, power and psychology from a leadership point of view;
- The handling of power, stress and violence by women;
- The barriers to women sharing leadership positions;
- The woman's psyche.

The necessity of sharper feminist analyses of globalization was one of the main conclusions of the seminar. The second seminar was held in Sinai, Romania, between the 25th and 29th of October, 1998[48].

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[46] "Adult Education, Democracy and Conflict Resolution", 21-24 Jan 1999, organized by the Association for World Education with assistance of UIE and local Ugandan Associations. Participants came from Uganda, South Africa, Democratic Republic of Congo, Burundi, Rwanda, Tanzania and Denmark.

[47] Funded by NOVIB.

[48] The seminar was organized by Europe (Romania), Women's Alliance for Development (WAD, Bulgaria), Petersburg Center for Gender Issues (Russia) and the UIE and was financially supported by the Heinrich Böll Stiftung.

Need for Further Action

One of the future issues will be to provide opportunities for South-South, North-South and East-West exchange on Gender, Peace and Democracy. Further studies on globalization have to be carried out. Multiplication of activities and production of tools for the acquisition of specific skills required for conflict solving are needed.

7.2. Environment & Population

7.2.1. Environment

> *"Education for environmental sustainability should be a lifelong learning process which recognizes that ecological problems exist within a socio-economic, political and cultural context. A sustainable future cannot be achieved without addressing the relationship between environmental problems and current development paradigms."*
>
> *(Hamburg Declaration, § 17)*

Directly following CONFINTEA, the Learning for Environmental Programme (LEAP) of ICAE organized a seminar in Helsingor, Denmark, between the 21st and the 23rd of July, 1997, on "Environment, Adult Education: Awareness to Environmental Action". During this seminar, a strategic plan of action was developed on how to put the *Agenda for the Future* and the *Hamburg Declaration* into action. A number of concrete ideas to follow-up CONFINTEA were elaborated, including:

- community radio and environmental adult learning;
- linking with universities: Theory, Practice and Policy;
- local training workshops / global training materials;
- literacy and environment;
- women, traditional medicine and adult education.

Between the 15th and the 22nd of June, 1998, a meeting on "Media, Environment and Citizens" took place in Ebeltoft, Denmark to launch an initiative to strengthen the dialogue between environmental organizations and media for public education.

As a follow-up to CONFINTEA, the OECD organized an international policy workshop on "Education and Learning for Sustainable Consumption", on the14th and 15th of September, 1998, in Paris, France. LEAP was invited to that workshop to put forward a broader view of lifelong learning as developed at CONFINTEA. LEAP recommended the following initiatives to the OECD:

- organization of a follow-up workshop focusing solely on adult education and learning;
- support of the development of research projects;
- support of community workshops, study circles and trainings in the area of sustainable consumption;
- support of research projects, as well as workplace initiatives.

On 14 to 18 January 1999 in Sydney, Australia, LEAP, together with the Asian South Pacific Bureau of Adult Education (ASPBAE) and with support from UIE to ensure representation from Africa, Asia and Latin America and the Caribbeans, has joined in an International Conference on Environmental Education where a special session was dedicated to the follow-up of the *Agenda for the Future*. The discussion, reported in the Leap Bulletin in Pachamama, linked the CONFINTEA recommendations on the necessity of informed and active participation of citizens to the Agenda 21adopted in RIO in1992.

During CONFINTEA, a demonstration project was discussed by the Ministers of National Education of Niger, Nigeria, Cameroon, CAR and Chad. The project on environmental adult education, presented by CREFELD (Regional Center for Environmental Training to Combat Desertification) based in Tchad, aims to combat desertification by working together with persons directly involved, such as rural dwellers, political decision-makers, etc. in the Chad basin and train them in sustainable development in their social and cultural context.

The project was finally created in May 1999, as a pilot project for the All African Region. CREFELD foresees three levels of adult learning programmes:

- a nine month training of national experts;
- a short mid-level training of environment trainers;
- support of participatory research at community level.

Need for Further Action

The three lines of action emerging from these meetings are:

- national governmental and non-governmental capacity building in environmental action;
- integration of environmental concerns in overall adult education programmes, and
- support actions at community level.

7.2.2. Population

Following joint activities on population education during CONFINTEA, UIE and UNFPA have continued collaboration within the framework of the follow-up to the Conference. In particular an expert group meeting, organized by the UNESCO Institute for Education and funded by UNFPA Education Division and CIDA-Canada was held at the end of 1998 in Cuba bringing together 26 experts from all the regions of the world to debate the changing field of adult learning in relation to population issues and to make recommendations for future action. The major themes which emerged as crucial for the coming years were: the issue of demographic transition, in particular the educational needs and expectations of older people throughout the world in the face of the growing population over 60 years of age; the changing notions of masculinity in relation to sexuality and reproductive health and how this relates to population education and to gender relations; the role of NGOs in highlighting new issues and monitoring government actions and the importance of inter-generational learning when it comes to population issues.

The contributions and debates emanating from the meeting will be published in 1999 under the title *Population Education: The New Paradigms*.

7.3. The Changing World of Work

New information and communication technologies and the globalization and internationalization of markets are leading to global competition and marginalization of large numbers of people and growing disparities between rich and poor. Employment is becoming less secure and the unemployment rate is rising. More and more people are working in the secondary labor market and the informal sector.

At the workshop at CONFINTEA, the ambiguity of these developments was recognized:

On one hand, learning is becoming a continuous process, enhancing job security and innovation within the enterprises.

On the other hand, against the background of these transformations in society, it also means the danger of exclusion of many people from the knowledge society. Learning tends to be a dual reality within the work force. Those people unemployed or not active in the formal sector tend to be excluded from adult learning, which in turn has become the most important insurance against unemployment.

The right to work was therefore reaffirmed at CONFINTEA in 1997.

CONFINTEA has produced a new integrative discourse relinking adult vocational education to general education, to self-directed learning, to new technologies, to communication skills, to computer literacy and to problem solving competencies.

For follow-up of CONFINTEA, it was decided to concentrate the actions on the contribution to the Second International Congress on Technical and Vocational Education, held in Seoul, Republic of Korea, between the 26th and 30th of April, 1999, and to sensitize the delegates and modify the outcome of the conference in the sense of CONFINTEA commitments.

The Congress offered a unique opportunity to disseminate the CONFINTEA *Agenda for the Future* and *Hamburg Declaration* and raise awareness on the "continuing" new dimension of vocational education. In addition, a CONFINTEA follow-up publication, "Adult Learning and the Future of Work" was launched during the Conference.

With a proposal on the "Future of Work and Adult Learning", the ideas and the commitments of CONFINTEA were represented in the debate and proposed for integration in the Declaration and the Plan of Action of the Congress.

Finally, a public round table, organized by UIE, provided a platform for introducing new issues to the world emerging from CONFINTEA:

Vocational Learning and Poverty Eradication

Work-related adult learning is a key determinant of economic development and poverty eradication. In Seoul, special attention has been given to enhancing agricultural productivity, the diversification of work-related adult education in poverty areas, and favouring an integrated approach to enable people to undertake economic and productive activities.

Vocational Learning and People with Special Needs

The problems faced by groups with special needs, in particular with disabilities, have been brought to the attention of the delegates.

Vocational Learning and the Informal Sector

The awareness created during CONFINTEA that workers in the informal economies can only be empowered for the future challenges of the world of work by ensuring them the opportunities for lifelong learning was also conveyed at the 2nd International Congress on Technical and Vocational Education.

Need for Further Action

Future action will have to be linked to the follow-up of the 2nd International Congress on Technical and Vocational Education, bearing in mind the needs of adult learners and further disseminating the instrument prepared for this Congress.

In order to implement the CONFINTEA commitments in the domain of adult learning and work in the future, the following components of programme activities need to be taken into account:

- the uneven composition of beneficiaries;
- the integration of vocational content in formal and non-formal basic education to make it more responsive to the daily needs of people;
- the training of trainers;
- the promotion of the right to vocational education;
- capacity building for policy development, and
- more research and sensitization work on the relation of literacy, vocational education and the struggle against poverty.

7.4. Opening Formal Institutions to Adults

University Adult Education

The participants of CONFINTEA committed themselves to "Opening schools, colleges and universities to adult learners by establishing joint university/community research and training partnerships, and by bringing the services of universities to outside groups" (*Agenda for the Future*, § 19c).

The follow-up group working with universities decided to concentrate their energy on the World Conference on Higher Education, between the 5th and 9th of October, 1998, in Paris, with the aim of enlarging the vision of universities into a lifelong learning perspective. One article in the *Agenda for the Future* directly refers to this concrete follow-up of CONFINTEA: "We commit ourselves to opening schools, colleges and universities to adult learners by calling upon the World Conference on Higher Education (Paris, 1998) to promote the transformation of post-secondary institutions into lifelong learning institutions, and to define the role of universities accordingly" (*Agenda for the Future*, §19g).

To that end, university-based adult educators, scholars and other specialists in the field of lifelong learning as well as representatives from NGO's met in Mumbai, India, from the 21st to the 23rd of April, 1998, in order to prepare a document to be presented during the "World Conference on Higher Education: Higher Education in the 21st Century", Paris, between the 5th and 9th of October, 1998. The Mamba Statement on Lifelong Learning, Active Citizenship and the Reform of Higher Education" and a book (see bibliography) have been developed in the spirit of CONFINTEA, which called upon the conference to take into account the learning aspirations of the adult population and, consequently,

- to promote the transformation of institutions of higher education into institutions of lifelong learning;
- to strengthen the capacities of institutions of higher education in the joint creation of knowledge, research, teaching and learning with diverse communities of women and men of all ages, and
- to help institutions of higher education to become full and responsible partners and share their distinct and substantial competencies in this area with adult education communities, non-governmental organizations, public and private bodies, in the full implementation of lifelong learning throughout the world.

During the World Conference on "Higher Education in the 21st Century", between the 5th and 9th of October, 1998, in Paris, a "World Declaration on Higher Education for the 21st Century" and the "Framework for Priority Action" have been adopted, where Article 19 of the CONFINTEA *Agenda for the Future* was incorporated. The Mamba Statement was also distributed during the World Conference and has been presented at various working groups.

Need for Further Action

Proposed questions from the Mamba network for future action in the efforts to transform universities to open lifelong institutions:

- What is a lifelong learning university?
- What are the institutional policies and practices which define it as an adult learner friendly place?
- Can we develop a set of criteria by which institutions can be evaluated from adult learning and lifelong learning perspectives?
- How do we bring about organizational change within the institutions?

8. Issues still to be addressed

The different initiatives taken during the last two years to ensure a follow-up of CONFINTEA neglected key areas debated and promoted during the Fifth International Conference on Adult Education:

- health promotion and adult learning;
- the adult education dimension of the International EFA Forum and Assessment 2000,
- the status of adult educators and their training;
- the development of adult learners groups and associations;
- the development of research and the networking of researchers at regional and international level;
- the accessibility of adult learning programmes to people with disabilities[49];
- the lack of consideration given to migrant adult education and the very few activities regarding the economics of adult education;
- the review of the marginal position given to adult learning in technical international cooperation; and
- the weak participation of governmental representatives in many regions has to be underlined.

[49] In order to prepare the actions proposed to that end in the next section on Forthcoming Strategies, learning materials (videos) are being produced in three countries (African, Asian and European) on the experiences of people with disabilities to exercice their right to learn throughout life.

9. Further Strategies

Forthcoming Strategies

The follow-up activities of the Fifth International Conference on Adult Education (CONFINTEA) during the last two years, documented in this report were focused on the dissemination of CONFINTEA documents, on the diffusion of the new vision of adult learning and on the general debate about ways to develop and implement new policies. Some countries and networks went further and elaborated concrete plans of action.

To review this immediate follow-up and discuss a longer-term plan, a CONFINTEA Follow-up Forum was convened and hosted by the Government of the Philippines, with special support from Norway. Attended by sixty governmental and non-governmental representatives coming from Africa, Asia and the Pacific, Latin America and the Caribbeans, Europe, North America as well as experts and representatives of multilateral and inter-governmental organizations, this Forum adopted a short statement to be addressed to the 1999 General Conference of UNESCO and amended the proposed forthcoming strategies.

9.1 The Forum Statement to the 1999 General Conference of UNESCO

"At the close of the century, the issues of globalisation, of scientific progress, of strengthening democracy, of respecting different identities and promoting cultural creativity are challenges that women and men in the South as well as in the North feel the need to understand and meet appropriately. They want to know more and participate more actively.

The opportunities to learn are increasing... for those who can take advantage of them throughout their lives. However, the opportunities to learn are much more limited for those who are already economically, socially and culturally excluded.

In 1997, at the Fifth International Conference on Adult Education in Hamburg, the 1500 delegates coming from 140 countries and more than 100 NGOs adopted a new vision

of adult learning and made recommendations to ensure that the right to learn throughout life becomes a reality for all women and men.

Two years later, a consultative CONFINTEA Follow-up Forum, with governmental and non-governmental representatives, was held in Manila in September 1999 to review the situation. Following CONFINTEA, many actions were taken in 1998 and 1999 to disseminate the results and initiate actions. The attached CONFINTEA Follow-up Report, prepared by the UNESCO Institute for Education, describes briefly these activities that took place in the different regions and thematic areas. Having reviewed these actions and recognized the interest raised by CONFINTEA, the Consultative Forum stressed vigorously that now is the time for action. Now is the time for new policy development, for more cooperation between agencies, ministries, governments and social partners, and NGOs, for new investments in the creativity and imagination of people, for a concerted effort, in the spirit of the dialogues which were so promisingly initiated in Hamburg in1997 and which have since then taken place in all regions.

More than ever it is clear that the Education for All objectives will not be reached without a complementary two-pronged action: initial school education of children and adult basic education. Parental education and adult learning are essential to help create the positive environment needed for the initial education of children. There is no sustainable human development without the implementation of the right to learn for all women and men. Active labour, environment or health policies depend on intensively organized adult learning activities.

Adult literacy is a priority; it is at the core of adult learning and is a basic condition for building active learning societies. CONFINTEA reiterated and reinforced the many recommendations that emerged from previous UN summits on environment, women, social development, population, where the active and informed participation of women and men was called for as the only sustainable strategy. But the participation of adults in adult learning remains an uneven reality. This general situation needs to be reversed.

CONFINTEA was a turning point for the recognition of the importance of adult learning. The two first years following CONFINTEA have been, as can be observed in the attached report, an intensive period of information dissemination and regional initiatives as well as thematic projects. But CONFINTEA will only be a turning point if the Agenda for the Future becomes reality, if the right to learn for all within their respective cultures is fully recognized.

The enrichment of the International Literacy Day through an International Adult Learners' Week, which will be built around the Literacy Day, has become one of the key follow-up initiatives of CONFINTEA. It is an important step in realising the UNESCO objective of learning throughout life and is a symbol of partnership for the implementation of that aim. The participants of the Consultative post-CONFINTEA Forum hope that this constructive proposal will be positively received by the General Conference of UNESCO.

Actions for monitoring and evaluating the implementation of the commitments made at CONFINTEA need to be organized and pursued at regional and global levels.

The attached report gives details on the follow-up to CONFINTEA, while the last chapter, Further Strategies, spells out the plan agreed by the Consultative Forum for the implementation of the Agenda for the Future.

Adult literacy, non-formal education, vocational re-training, agricultural extension, health education, education for the ageing population, the learning opportunities offered by the new information technologies - all of these are aspects of adult education in the perspective of lifelong learning. UNESCO and its Member States face the challenge of building a synergy between these complementary adult learning provisions and investments in the creativity of citizens."

Manila, 27 September 1999

9.2 The Forthcoming Strategies for the implementation of the *Agenda for the Future*

The future strategies discussed at the Consultative Forum will need, in practice, to be much more specific, much more action-oriented and much more related to the concrete implementation of the different commitments made by Member States and other partners.

Six series of strategies are proposed:

1. Promotion of communication and of exchange within the large and dispersed community of adult learning through an electronic and printed Newsletter and a world documentation and information network..
2. General and gender sensitive monitoring of provision and participation in adult learning (new statistical and qualitative reporting systems)
3. Development and/or reinforcement of adult learning policies at national, regional and global levels.
4. Implementation of the key recommendations on the *UN Adult Learners' Week, One Hour A Day*, and *Paulo Freire African Adult Literacy Decade*.
5. Advocacy, promotion of innovations and supporting exchange within and between the different thematic areas, in cooperation with the NGOs.
6. Intensification of international cooperation strengthening the links between sustainable and adult learning .

1. Communication and exchange within the large and dispersed community of adult learning

Three new mechanisms are proposed for exchange of information and documentation and for the promotion of communication across regions and thematic areas. The aim is to "construct" the evolving and still invisible field of adult learning.

(1) **A new regular publication, *the Adult Learning Information Bulletin,*[50]** both electronic and in print, will appear in English and French first, but immediately translated into Arabic, Chinese, Russian and Spanish, in collaboration with regional partners. The purpose of this information bulletin, to be published four times a year (beginning the 1st of January 2000), will be to communicate factual information originating from the different regions, the different thematic areas and the multilateral agencies.

(2) **Link-Up with adult learning related magazines**. An inventory of adult learning related magazines, bulletins and periodicals will be made leading to a simple electronic special newsletter (on the model of the CON-NEXUS *online*) facilitating a continuous exchange of communication between these periodicals and inviting them to internationalize their publication.

(3) The further development and operationalization of **the Adult Learning Documentation and Information Network (ALADIN)** [see section 6.1 of the present report]. The purpose is to finalize the links between the 100 adult education documentation centres in order to make their data banks accessible as soon as possible in all the regions[51].

2. General and gender sensitive monitoring of provision and participation in adult learning

The current monitoring mechanisms on adult education are limited in two ways: They report only on the activities of the well-known and institutionalized providers, and mainly the public ones. They seldom report on the real participation of people in the different kinds of adult learning opportunities. They do not monitor the development of adult learning from a gender perspective.

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[50] In the past, UNESCO published the *Adult Education Information Notes* in six languages (Arabic, Chinese, English, French, Russian, and Spanish). This bulletin was interrupted before CONFINTEA and replaced temporarily by the various information campaigns to prepare the Conference and by the different instruments to monitor the follow-up in 1998 and 1999, including *Connexus in print* and *Connexus in line*.

[51] The directory of these documentation centres is already available and a homepage is already established: www.unesco.org/education/aladin

New methodologies (already validated for that purpose) need to be introduced for **monitoring adult learning provision and participation by the new UNESCO Institute for Statistics** and at national level.

Parallel **qualitative monitoring** are required for reporting on innovations and changes in policies, programmes, approaches.

Proposals should be made and disseminated at international and national level for the adoption of the new strategies for **gender sensitive monitoring** (see section 4.2 in the present report).

The UNESCO Institute for Education is invited to bring support to the NGO initiative, Educational Watch, for the monitoring of governmental policies and programs intended to increase the participation of women to adult learning and for the monitoring of the implementation of the recommendations adopted in the other United Nations Conferences and related to adult learning.

3. The development and/or reinforcement of adult learning policies at national, regional and global levels.

3.1 Support to general policy development.

The priority is not the development of new programmes and projects. The approach proposed focuses rather on the adaptation and integration, when possible, of elements of the *Agenda for the Future* into existing plans, programmes, and projects.

3.1.1 The **further dissemination of the CONFINTEA documents**: integral versions, abridged and popular versions in different languages and in Braille, and short publications focused on specific areas of policy development.

3.1.2 The preparation of policy proposals, in line with the new vision adopted at CONFINTEA, on the still neglected dimension of adult and parental basic education in the pursuit of the objectives of Education For All and submission of a special report to the coming **International EFA Forum and Assessment 2000** in Dakar, Senegal, in April 2000.

3.1.3 Production of **reference tools on adult learning policies** and use of the new information bulletin for reporting on new national policies.

3.1.4 **Reinforcement of national capacities** for the development and implementation of new adult learning policies (regional seminars, workshops, consultations).

3.1.5 Facilitation of direct communication, exchange and **cooperation between neighbouring countries** for policy development.

3.1.6 Creation of a **repertory of available expertise** at national, regional and international level.

3.1.7 **Studies on the financing and the economics of adult learning** : production of advocacy tools for promoting the investment of multilateral and national agencies in adult learning; support of exchange among different partners on new and diversified ways to finance activities across ministries and agencies.

3.1.8 **Promotion of the role of civil society**. One of the significant trends that became apparent at CONFINTEA was the increasing role of civil societies in the development of policies as well as in the implementation of programmes. Many actions are required: support to national and international NGOs, production of tools on the financing of adult learning activities in non-governmental organizations, promotion of exchange between NGOs across regions and sectors of activities.

3.1.9 Reinforce the cooperation with National Commission for UNESCO with a view to the implementation of the *Agenda for the Future* and the information on adult education development.

3.2 Support to regional cooperation

At the Consultative Forum, each region (Africa, Asia an the Pacific, the Caribbeans, Europe, Latin America and the Arab states) has developed proposals to reinforce cooperation and exchange within its region in close cooperation with the respective regional UNESCO offices. These regional proposals will be published before the end of the year within the full report of the Manilla Consultative Forum and will guide the action of UNESCO and , in particular of UIE, in its cooperation with the UNESCO regional offices.

The participants expressed also the necessity to have in each regional office a linking professional responsible for the growing domain of adult learning and adult literacy; facilitating communication between countries.

The need was expressed to create links with the regional education conferences at ministerial level and with the regional offices of the different multilateral organisations, and, to that end, to systematize the information process between the different regional agencies.

4. **The implementation of the key recommendations on the *UN Adult Learners' Week*, *One Hour A Day*, and *Paulo Freire African Adult Literacy Decade***

UNESCO is required to be more involved at international and national level for the further implementation of the recommendations on the ***Paulo Freire African Adult Literacy Decade*** and for the reinforcement in ten countries of this regional policy adopted by the OUA[52].

For the promotion of the ***One Hour A Day*** Leitmotiv, two actions are proposed: further studies on operational measures for freeing time for adult learners, production and dissemination of simple and abridged information tools.

For the further development of national adult learners weeks and the recognition of the ***International Adult Learners Week***, the Forum proposed the following actions:

- Presentation of the proposal by the UNESCO General Assembly in Paris and presentation of the ECOSOC,
- Dissemination of a short publication and a practical guide documenting the development and benefits of national *Adult Learners Weeks*,
- International and regional training and capacity building workshops for the organisation of national Adult Learners Week in other countries,
- Launching of the first International Adult Learners' Week in Hannover on the 8th of September 2000 as the closing event of the UNESCO-World Bank

[52] A review of the situation on the *Paulo Freire African Adult Literacy Decade* was made in UIE's CONNEXUS *in print* No. 1 (September 1998), page 14.

special three days Global dialogue on Knowledge societies and lifelong learning,

- Production of an Home Page on the International Adult Learners' Week..

5. Advocacy, promotion of innovations and supporting exchange in and between the different thematic areas

During and after CONFINTEA many networks were either reinforced or created to promote advocacy and exchange in specific areas of adult education. The list of these areas is being given below indicating with an asterix (*) the thematic areas where there has been less activities.

1. Adult learning, democracy and peace[53] (see section 7.1)
2. Indigenous people and adult learning (see section 5.4)
3. Minorities and adult learning
4. Opening of formal institutions to adult learners (see section 7.4)
5.* Promotion of research and of networking among researchers
6. Development of new literacy policies[54]
7. Promoting the empowerment of women[55]
8. Adult learning in the changing world of work[56]
9. Adult environmental education (see section 7.2)
10. Health promotion and health education
11. Adult learning in population issues (see section 7.2)
12. New information technology[57]
13. The contribution of museums and libraries (see section 6.3)

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[53] Demand for training in conflict definition and conflict solution, leadership training for women, etc.

[54] Development of literate environments; promotion of multilingual literacies; relevance of basic education to community needs; integrative approach of basic education within a larger framework of adult learning; recognition of oral culture and traditional knowledge; strengthening the status and training of literacy personnel; raising the current low representation of women.

[55] Participation of women in the design and the implementation of programmes; accessibility measures taking into account the economic, social and cultural barriers; development of learning environments addressing the strategic needs of women; enlarging the problematic to a gender perspective that includes both femininity and masculinity; etc.

[56] The uneven participation of men and women according to sectors of activities; level of occupation and age and geographic areas; insertion of locally relevant vocational content into non-formal basic education programmes; extension of vocational programmes to the informal sector; etc.

[57] The accessibility of infrastructures and equipment; the relevance of programmes to local cultures and concerns.

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14. Adult learning among the ageing population[58] [see section 5.2]
15.* Migrant education
16. Adult learning for prisoners (see section 5.1)
17.* Making adult learning accessible to all persons with disabilities
18.* The training of adult educators
19. The integration of adult learning in technical cooperation projects.

6. Intensification of international cooperation

The Forum insisted on the complementarity of the four roles of UNESCO in the aftermath of CONFINTEA: first, the catalytic and advocacy function to promote the right to learn, to sensitize the multilateral agencies and national governments on key priorities, and to promote international cooperation at large; second, the role of enhancing and supporting exchange among Member States, regions and different partners; third, the provision of technical and complementary financial support required by Member States in specific areas; and fourth, the normative function of UNESCO and the proposal to update the *Recommendation on Adult Education* adopted in 1976.

In many regional and thematic consultations the need to review the ongoing agenda of international agencies in the area of adult learning has been underlined, together with the necessity for more cooperation between agencies in parallel the expected communication at national level between ministries. Consequently, the International Forum proposed that UNESCO and UIE, in particular, facilitate the dialogue and cooperation initiated at CONFINTEA between multilateral agencies and international NGOs. The Consultative Forum asked that links should be made with the Beijing and Copenhagen After Five meetings, because the adult learning dimensions of many of their recommendations.

UIE should explore the possibility of organizing an international seminar with the cooperation agencies on the insertion of an adult learning component in all technical cooperation projects.

[58] within and as follow-up to the International Year of Older Persons

Beyond these thematic networks and specific interventions, many organizations have expressed the need for more exchange at sub-regional level focusing on specific experiences.

Finally, the Consultative Forum proposes that, six years after CONFINTEA V, at mid-point between this Conference and CONFINTEA VI, an evaluation be made on the implementation of the commitments made in Hamburg by the different partners.

10. Annex

10.1. Electronic Information on CONFINTEA Follow-up

CONFINTEA Homepage:
http://www.unesco.org/education/uie/confintea/index.html

ALADIN Homepage:
http://www.unesco.org/education/aladin

Asian-Southern Pacific Bureau of Adult Education
http://www.aspbae.org

Canadian Commission for UNESCO
http://www.unesco.ca (animation kit)

European Association for the Education of Adults
http://www.vsy.fi/eaea/confintea.html

IGC (the nonprofit Institute for Global Communications)
http://www.igc.org/igc/wn/hl/98070821579/hl4.html

International Council for Adult Education
http://www.web.net/icae/confinV.htm

International Council for Adult Education
http://www.web.net/icae/english/final.htm

National Institute of Adult Continuing Education
http://www.niace.org.uk/Adult Learners Week/

Norway: Department for Church, Foreign Affairs and Research
http://odin.dep.no/kuf/publ/unesco97/

Office of Learning Technologies, Human Resources Development
http://olt-bta.hrdc-drhc.gc.ca/

Regional Center for Adult Education and Functional Literacy in Latin America
http://crefal.edu.mx

UNESCO Institute for Education
http://www.unesco.org/education/uie

10.2. Publications

Adult Learning and the challenges of the 21st Century: A Series of 29 Booklets Documenting Workshops held at the Fifth International Conference on Adult Education 1997, UIE 1999

Annual Report 1997-1998 of the UNESCO Institute for Education, UIE 1998

Bonino, Maria (1999): *Social Watch on Education and Gender*. In: Social Watch, No.3, Uruguay

Botswana National Commission for UNESCO (1999): *National Plan of Action for Adult Learning*, Botswana

Canadian National Commission for UNESCO (1999): *CONFINTEA Follow-up Animation Kit*, Ottawa, Canada (sent on request: unesco.comcdn@conseildesarts.ca)

Caribbean Council for Adult Education, CARCAE (1999): *CONFINTEA Follow-up Report in the Caribbean, Kingston*

CONFINTEA Continues Around the World. A CONFINTEA Follow-up Brochure, UIE

CON-NEXUS In Print. The Follow-up Bulletin of the Fifth International Conference on Adult Education (Hamburg - July 1997), issues 1-2, UIE

CON-NEXUS Online: The Electronic CONFINTEA Follow-up Bulletin, issues 1-9, UIE (http://www.unesco.org/education/uie/confintea)

French National Commission for UNESCO (1999) : *Regards sur l'éducation des adultes en France - Evolution et perspectives* (Ed. Anne-Marie Franchi), la documentation française.

UIE (1999): *Creative Learning and Active Ageing*, UIE

UIE/UNESCO (1998): *Final Report* of the Fifth International Conference on Adult Education.

Giere, Ursula (1998): *Developing a Network of Adult Learning Documentation and Information Services: Directory of Members*, UIE

King, Linda (1999): *Adult Education and Population Issues*. UIE

Knoll, Joachim H. (Ed.)(1998): *The UNESCO World Conference on Adult Education in Hamburg 1997*, CONFINTEA. In: International Yearbook of Adult Education (Volume 26), Koeln, Weimer, Wien,

Martin, Brian (Ed.)(1999): *Adult Education and the Museum*. IIZ, DVV

Melo, Alberto et al.: *Uma aposta educativa na participacao de todos*: documento de estratégia para o desenvolvimento da educacao de adultos. Ministerio da Educacao (Fax: +351-1-7971082) *(Document for the development of adult education based on the results of CONFINTEA).*

Norrag (1997): Newsletter CONFINTEA Follow-up

National Swiss UNESCO Commission (1998): *One Hour a Day for Learning - Practicing in Switzerland.* Bern

OREALC/UNESCO (1999) *Estrategia regional de Seguimento a CONFINTEA V*, Santiago:UNESCO/CEAAL,CREFAL/INEA

Report of the International Forum on Greater Accessibility of Adult Learning Through New Technologies - But How?, OLT / UIE, 1999

Singh, Madhu (Ed.) (1999): *Adult Learning and the Future of Work*. UIE

Hamburg Declaration & Agenda for the Future

The *Hamburg Declaration* and the *Agenda for the Future* have been translated and distributed in the following languages: Arabic, Catalan, Chinese, Danish, English, Estonian, Finish, French, German, Greek, Hebrew, Hungarian, Japanese, Lithuanian, Norwegian, Portuguese, Russian, Slovenian, Spanish, Swahili, Swedish, Thai and Xhosa.

Excerpts of the *Hamburg Declaration* have been made in local languages of Benin, Mali and Sénégal.

Parts of the *Hamburg Declaration* have been translated in Indigenous languages: Maori, K'iche, Q'eqchi, Mam, and Garifuna.

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